

## Luis Munoz-Rivera MS

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210240

## SMART Goal 1

By June 2017, 60% of students scores in grades 6, 7 & 8 will increase from the District Common Pre-Assessment focusing on the EBSR or TECR type questions on the standards associated with RI 2,6,8,9 and WI to these same standards on the District Common Summative Assessment via the implementation of a balanced literacy framework. The increases will be determined from the students pre-assessment scores. Growth must equal at minimum to meet goal at end of year

Far Below Basic (0%-23%) 20 percentage points

Below Basic (24%-48%) 16 percentage points

Basic (49%-68%) 12 percentage points

Meets (69%-83%) 8 percentage points

Exceeds (84%-100%) 2 percentage points

**Performance Challenge:** Closing the gap between the low basic skills and the more rigorous text so that they can access more rigorous text and utilize more critical thinking skills when reading across the curriculum and in content specific classes.

**Strategy 1:** Consistent use of district approved, data driven TIER 1, TIER 2, and TIER 3 intervention to scaffold instruction.

Turnaround Principal: 7 - Effective Use of Time

**Strategy 2:** ELA/content area teachers teach comprehension strategies (Close reading) for unlocking complex text.

Turnaround Principal: 5 - Effective Staffing Practices

**Strategy 3:** . A school wide writing plan will be implemented to ensure consistency in writing across all content areas and grade levels.

Turnaround Principal: 2 - School Climate and Culture

**Target Population:**

**Interim Goals**

**SMART Goal 1**

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>At least 60% of students to increase their score by the set % according to their performance level groups from Pretest.</p> <p>EOC 1</p> <p>If student scores ___ on the pre-assessment :Growth must equal at minimum to meet goal at end of quarter/unit</p> <p>Far Below Basic : 5 percentage points</p> <p>Below Basic : 4 percentage points</p> <p>Basic : 3 percentage points</p> <p>Meets : 2 percentage points</p> <p>Exceeds : .5 percentage point</p>	EUA Benchmark Results
EOC 2	<p>At least 60% of students to increase their score by the set % according to their performance level groups from Pretest.</p> <p>EOC 2</p> <p>If student scores ___ on the pre-assessment : Growth must equal at minimum to meet goal at end of quarter/unit</p> <p>Far Below Basic : 10 percentage points</p> <p>Below Basic : 8 percentage points</p> <p>Basic : 6 percentage points</p> <p>Meets : 4 percentage points</p> <p>Exceeds : 1 percentage point</p>	EUA Benchmark Results

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	<p>There will be a 5% increase in classes scoring developing to developed/well developed in the area of questioning based upon the Road to Success Walk Through</p> <p>At least 60% of students to increase their score by the set % according to their performance level groups from PreTest.</p> <p>EOC3: At least 60% of students to increase their score by the set % according to their performance level groups from Pretest.</p> <p>EOC 3</p> <p>If student scores ___ on the pre-assessment : Growth must equal at minimum to meet goal at end of quarter/unit</p> <p>Far Below Basic : 15 percentage points</p> <p>Below Basic : 12 percentage points</p> <p>Basic : 9 percentage points</p> <p>Meets : 6 percentage points</p> <p>Exceeds : 1.5 percentage points</p>	EUA Benchmark Results
EOC 4	<p>By June 2017, 60% of students scores in grades 6, 7 &amp; 8 will increase from the District Common Pre-Assessment focusing on the EBSR or TECR type questions on the standards associated with RI 2,6,8,9 and WI to these same standards on the District Common Summative Assessment via the implementation of a balanced literacy framework. The increases will be determined from the students pre-assessment scores. Growth must equal at minimum to meet goal at end of year</p> <p>Far Below Basic (0%-23%) 20 percentage points</p> <p>Below Basic (24%-48%) 16 percentage points</p> <p>Basic (49%-68%) 12 percentage points</p> <p>Meets (69%-83%) 8 percentage points</p> <p>Exceeds (84%-100%) 2 percentage points</p>	EUA Benchmark Results

## Action Steps

### SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Development of Unit Plans using Connected Action Roadmap (CAR) (IF FUNDS BECOME AVAILABLE)	3 - Effective Instruction	8/15/16	6/30/17	School administrators Literacy Leader Outside sources Teachers
2	1	During PLCs the TBOE Balanced Literacy Framework (BLF - Workshop Model) will be reviewed and modeled for implementation	7 - Effective Use of Time	9/1/16	9/30/16	Literacy Leader Outside sources
3	1	Train Teachers in routines for TBOE BLF, for full implementation of all components.	7 - Effective Use of Time	9/1/16	9/30/16	Literacy Leader Outside sources
4	1	Coaching cycle goal(s) focused on BLF implementation, close reading, implementation of writing plan, and data driven intervention	3 - Effective Instruction	9/1/16	6/30/17	Literacy Leader School administrators
5	2	Staff will receive training in Close Reading Techniques	3 - Effective Instruction	9/1/16	9/30/16	Literacy Leader
6	2	Staff will receive training in the use of Smart Boards and Responders for Close Reading techniques	3 - Effective Instruction	9/1/16	6/30/17	Outside Sources
7	3	Review school writing plan with ELA teachers; introduce to content area teachers	3 - Effective Instruction	9/1/16	9/30/16	Literacy Leader
8	3	Teachers will introduce writing plan to students so that they have a clear understanding of expectations.	2 - School Climate and Culture	9/8/16	6/30/16	Literacy Leader, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
9	2	Monitor the implementation of Close Reading with walk throughs; revise PD for teachers using collected and analyzed data	1 - School Leadership	9/1/16	6/30/17	Literacy Leader School administrators
10	3	Monitor the implementation of the writing plan in ELA classes with walk throughs;	1 - School Leadership	9/14/16	6/30/17	Literacy Leader School administrators
11	2	Book studies for ELA (continue) and Close Reading techniques and Looking at Student Work.( IF FUNDS BECOME AVAIABLE)	3 - Effective Instruction	10/1/16	6/30/17	Literacy Leader
12	1	During CAR PLCs teachers will examine and assess the rigor of student work using PLC protocols (IF FUNDS BECOME AVAILABLE)	6 - Enabling the Effective Use of Data	10/1/16	6/30/17	Literacy Leader Content PLC Outside sources School administrators
13	3	Using walk through data and writing portfolios, analyze student work samples	6 - Enabling the Effective Use of Data	10/15/16	6/30/17	Content PLC Literacy Leader
14	3	Using walk through data and writing portfolios, professional development will be revised as needed	6 - Enabling the Effective Use of Data	10/15/16	6/30/17	Literacy Leader Content PLC
15	1	Identify rigorous model lessons using the BLF model that uses research based, effective strategies, and demonstrates a high level of cognitive work done by the students	3 - Effective Instruction	10/1/16	6/30/17	Literacy Leader School administrators Outside sources

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
16	1	Teachers will work together and with Lit Leader to create a schedule for Small Group Instruction and intervention in the classroom.(IF FUNDS BECOME AVAILABLE)	3 - Effective Instruction	10/1/16	6/30/17	Literacy Leader School Administrators Special Education Teachers support
17	2	Provide PD on teaching and managing data driven small groups, strategy lessons literacy circles etc	4 - Curriculum, Assesment and Intervention System	10/1/16	6/30/17	Literacy Leader School Administrators
18	1	Teachers will implement data driven intervention groups during the Literacy Block	3 - Effective Instruction	10/1/16	6/30/17	Literacy Leader School administrators
19	1	Conduct consistent walkthroughs to monitor implementation of the data driven intervention groups	6 - Enabling the Effective Use of Data	10/1/16	6/30/17	Literacy Leader School administrators
20	1	Utilize assessment data to monitor student progress, revisit groupings, adjust instruction and plan for intervention	6 - Enabling the Effective Use of Data	10/15/16	6/30/17	Literacy Leader
21	1	Develop a process to evaluate literacy instruction; make data driven decisions to either continue or eliminate programs implemented to improve student achievement	6 - Enabling the Effective Use of Data	12/1/16	6/30/17	Literacy Leader  School administrators  Outside sources
22	1	Literacy Leader will attend ASCD conference March 2017 to further develop leadership skills for working with staff.	1 - School Leadership	3/25/17	3/28/17	Literacy Leader School Administration

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
23	2	Literacy Leader to oversee and support implementation of ELA Program	1 - School Leadership	9/1/16	6/30/17	School Administration
24	2	Science and Social Studies Teachers will develop PLCs where they will work collaboratively to infuse Literacy within their instruction, analyze students work and develop strong Literacy Skills (Reading/Writing) across Content Areas.	3 - Effective Instruction	11/1/16	4/3/17	Literacy Leader, School Administration
25	1	After School intervention provided to students in danger of failing. Provided 3 days a week for 1.5 Hours for 25 students a week. Marking Period Reports will help guide the selection of students.( IF FUNDS BECOME AVAILABLE)	4 - Curriculum, Assesment and Intervention System	10/25/16	5/30/17	Literacy Leader, School Administration

## Budget Items

### SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
23	Literacy Leader to fulfill NJDOE Requirements	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$58,895.00	Other Federal
23	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$17,578.00	Other Federal

## SMART Goal 2

By June 2017, 70% of 6, 7, and 8th grade students' scores will increase from their District Common Pre-Assessment on the Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final District Common Assessment via the implementation of a balanced math framework. The increases will be determined from the students pre-assessment scores.

If student scores... on the pre-assessment : Growth must equal ...at minimum ... to meet goal at end of year

Far Below Basic (0%-23%):24 percentage points

Below Basic (24%-48%) : 20 percentage points

Basic (49%-68%) : 12 percentage points

Meets (69%-83%) : 8 percentage points

Exceeds (84%-100%) : 2 percentage points

**Performance Challenge:** EUA Data(>50% proficiency), NJ PARCC Math Data(>4% Proficiency) all indicates less than acceptable scores. It is our challenge to ensure all students have the foundational skills needed to address more rigorous math skills/ critical thinking to ensure a more seamless transition into higher math.

**Strategy 1:** Inquiry into mathematical activity that results in relationships between quantities and their representations (tables, expressions, equations, graphs) and inquiry into counting & combination progressions created from the relationships being represented each day to continue to support comfort with fluency to build a cohesive body of mathematics.

Turnaround Principal: 5 - Effective Staffing Practices

**Strategy 2:** . Consistent use of district approved intervention and common assessments to create data driven instruction to scaffold instruction and ensure all students' academic needs are met.

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

**Strategy 3:** Problem solving integrated into weekly plans and a weekly focus on problem solving, ie. Problem Solving Fridays.

Turnaround Principal: 7 - Effective Use of Time

### Target Population:



## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>At least 70% of students to increase their score by the set % according to their performance level groups from PreTest.</p> <p>EOC 1</p> <p>If student scores ___ on the pre-assessment : Growth must equal, at minimum, to meet goal at end of quarter/unit</p> <p>Far Below Basic : 6 percentage points</p> <p>Below Basic : 5 percentage points</p> <p>Basic : 3 percentage points</p> <p>Meets : 2 percentage points</p> <p>Exceeds : 5 percentage point</p>	EDCONNECT, EUA PARCC LIKE ASSESSMENTS
EOC 2	<p>At least 70% of students to increase their score by the set % according to their performance level groups from PreTest.</p> <p>EOC 2</p> <p>If student scores ___ on the pre-assessment : Growth must equal, at minimum, to meet goal at end of quarter/unit</p> <p>Far Below Basic : 12 percentage points</p> <p>Below Basic : 10 percentage points</p> <p>Basic : 6 percentage points</p> <p>Meets : 4 percentage points</p> <p>Exceeds : 1 percentage point</p>	EDCONNECT, EUA PARCC LIKE ASSESSMENTS

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	<p>There will be a 5% increase in classes scoring developing to developed/well developed in the area of questioning based upon the Road to Success Walk Through AND/OR At least 70% of students to increase their score by the set % according to their performance level groups from PreTest.</p> <p>EOC 3</p> <p>If student scores ___ on the pre-assessment : Growth must equal, at minimum, to meet goal at end of quarter/unit</p> <p>Far Below Basic : 18 percentage points</p> <p>Below Basic : 15 percentage points</p> <p>Basic : 9 percentage points</p> <p>Meets : 6 percentage points</p> <p>Exceeds : 1.5 percentage points</p>	EDCONNECT, EUA PARCC LIKE ASSESSMENTS
EOC 4	<p>By June 2017, 70% of 6, 7, and 8th grade students' scores will increase from their District Common Pre-Assessment on the Type 1, 2, &amp; 3 questions on the standards associated with Relationships between Quantities to these same standards on the final District Common Assessment via the implementation of a balanced math framework. The increases will be determined from the students pre-assessment scores.</p> <p>If student scores... on the pre-assessment : Growth must equal ...at minimum ... to meet goal at end of year</p> <p>Far Below Basic (0%-23%):24 percentage points</p> <p>Below Basic (24%-48%) : 20 percentage points</p> <p>Basic (49%-68%) : 12 percentage points</p> <p>Meets (69%-83%) : 8 percentage points</p> <p>Exceeds (84%-100%) : 2 percentage points</p>	EDCONNECT, EUA PARCC LIKE ASSESSMENTS

## Action Steps

### SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Development of Unit Plans using CAR (Connected Action Roadmap) framework (IF FUNDS BECOME AVAILABLE)	3 - Effective Instruction	8/15/16	6/30/17	Teachers, Leaders, Administration, and Outside sources
2	1	Math teachers and math leader attend PD around math activities around relationships between quantities and their relationships.	7 - Effective Use of Time	9/1/16	6/30/17	Teachers and Math Leader
3	1	Practice facilitating counting and combinations during early PLCs	3 - Effective Instruction	9/1/16	6/30/17	Math Leader
4	1	Practice creating progressions from daily measuring activities in order to create coherent lesson plans.	3 - Effective Instruction	9/1/16	6/30/17	Math Leader
5	1	Support teachers in creating a Quantities Wall, Symbolic Representation Charts, Table Center & Graphing Center, as well as Measuring Centers	2 - School Climate and Culture	10/1/16	6/30/17	Math Leader
6	1	Analyze student work and reflection on student thinking to inform daily planning and instruction around the representation of relationships that result from mathematical activity of OCRs and common assessments.	3 - Effective Instruction	11/1/16	6/30/17	Math Leader
7	1	Practice observing and providing feedback during each section of the Balanced Math Block by Leadership in the building.	1 - School Leadership	10/1/16	6/30/17	School Administrators
8	2	Students will take a diagnostic assessment where the system is designed to create individualized lesson plans for each student.	6 - Enabling the Effective Use of Data	9/1/16	9/30/16	School Administrators
9	2	Support teachers in creating an iReady Center with easy access for students to move in and out of as needed for differentiated instruction.	3 - Effective Instruction	9/14/16	10/31/16	Math Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
10	2	Support teachers in the addition of lessons into the computerized intervention system that are on the current standard topic in the program being used.(IF FUNDS BECOME AVAILABLE)	3 - Effective Instruction	10/15/16	12/31/16	Math Leader
11	2	Teachers will create common assessments, such as C4Us, exit tickets and quizzes during PLC.	3 - Effective Instruction	1/1/17	6/30/17	Math Leader
12	2	During PLC, teachers will receive PD on analyzing the data from the common assessments to begin to group students.	6 - Enabling the Effective Use of Data	1/1/17	6/30/17	Math Leader
13	2	Teachers will receive PD on creating small group differentiated instruction during PLC. (IF FUNDS BECOME AVAILABLE)	3 - Effective Instruction	2/2/17	6/30/17	Math Leader
14	2	Support teachers in teaching and managing small groups.	3 - Effective Instruction	10/15/16	6/30/17	Math Leader and Administration
15	2	Support teachers in creating a Combination Center with easy access for students to move in and out of as needed for differentiated instruction.	6 - Enabling the Effective Use of Data	11/15/16	1/31/17	Math Leader
16	3	Look at problems in PLC that students are working on iReady to create language that connects their learning of relationships between quantities and the problems showing up in the software in order to continue to work towards a coherent plan of instruction.	3 - Effective Instruction	9/1/16	10/31/16	Math Leader
17	3	Problem Solving Friday will focus on using relationships between quantities in the work that is showing up in the intervention software in the fall.	3 - Effective Instruction	9/15/16	10/31/16	Math Leader
18	3	Math teachers will plan together to create common assessment problem solving questions, grade and analyze data on level II and III type, PARCC like questions weekly (problem solving 'Fridays')	3 - Effective Instruction	11/15/16	6/30/17	Math Leader
19	3	Through the analysis of student work problem solving Friday teachers will adjust instruction to meet the needs in this analysis.	6 - Enabling the Effective Use of Data	2/1/17	6/30/17	Math Leader
20	2	Leadership will be further developed through attendance at the ASCD Leadership Conference March 2017(IF FUNDS BECOME AVAILABLE)	1 - School Leadership	3/25/17	3/28/17	School Administration

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
21	1	After School intervention provided to students in danger of failing. Provided 3 days a week for 1.5 Hours for 25 students a week. Marking Period Reports will help guide the selection of students.(IF FUNDS BECOME AVAILABLE)	4 - Curriculum, Assesment and Intervention System	10/25/16	5/30/17	Math Leader and School Administration
22	1	Math Leader to support Math Instruction	1 - School Leadership	9/1/16	6/30/17	School Administrator

## Budget Items

### SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
21	Math Leader as per NJDOE RAC Requirements	INSTRUCTION - Personnel Services - Salaries / 100-100	\$69,040.00	Other Federal
21	Math Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$19,010.00	Other Federal

## SMART Goal 3

The school's practices will reflect student well-being and academic needs, as measured by the decrease of monthly office referrals from an average of 12% to an average of 6% by June 2017. In addition, another measure to reflect student well-being is to decrease student chronic absenteeism by a yearly average of 25% to 22% by June 2017.

**Performance Challenge:** As a result of the QSR visit(2.1,2.2, 2.3 are developing) and feedback provided, it was determined that positive relationships between students and staff need to be cultivated to ensure a school/classroom climate conducive to highly effective instruction.

**Strategy 1:** 1. With the development of a Strong Attendance Plan that includes mentoring and accountability we will reduce the chronic absenteeism.

Turnaround Principal: 2 - School Climate and Culture

**Strategy 2:** Through the development of a strong Climate and Culture Plan, PD supports for staff in positive interactions, positive language and deescalation strategies we will decrease time out of class and increase time on learning.

Turnaround Principal: 3 - Effective Instruction

**Target Population:**

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
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End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of marking period 1, 2016 our school will demonstrate progress in our main goal, as measured by: reducing the first quarter average by .5 % as compared to the 15-16 chronic absenteeism total and by maintaining an office monthly referral rate of 10% or below.	Monthly Chronic Absenteeism Rate, Monthly Referral Rates.
EOC 2	By the end of marking period 2, 2017 our school will demonstrate progress in our main goal, as measured by: reducing the first quarter average by 1% as compared to the 15-16 chronic absenteeism total and by maintaining an office monthly referral rate of 9% or below.	Monthly Chronic Absenteeism Rate, Monthly Referral Rates.
EOC 3	By the end of marking period 3, 2017 our school will demonstrate progress in our main goal, as measured by: reducing the first quarter average by 2 % as compared to the 15-16 chronic absenteeism total and by maintaining an office monthly referral rate of 8 % or below.	Monthly Chronic Absenteeism Rate, Monthly Referral Rates.
EOC 4	The school's practices will reflect student well-being and academic needs, as measured by the decrease of monthly office referrals from an average of 12% to an average of 6% by June 2017. In addition, another measure to reflect student well-being is to decrease student chronic absenteeism by a yearly average of 25% to 22% by June 2017.	Monthly Chronic Absenteeism Rate, Monthly Referral Rates.

## Action Steps

### SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	3	To utilize the NJ HIPP Grant to "Brand" the building 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	8/2/16	9/30/16	Climate and Culture Leader



Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	1	To give the Climate and Culture Survey two times a year, once in the Fall and once in the Spring.	2 - School Climate and Culture	10/14/16	6/16/17	Climate and Culture Leader
3	3	Climate and Culture Goals are reviewed with the staff. Classroom physical environment goals, routines and school-wide procedures are implemented with fidelity.	1 - School Leadership	9/1/16	6/16/17	School Leadership & Teachers
4	3	Win-Win Language will be implemented with fidelity to support the vision of school-wide language to assist with behavior management. In addition, we will partner with Win-Win to add a hallway component into our behavior management program to improve transitions in the hallway as per QSR .	7 - Effective Use of Time	9/1/16	6/16/17	Climate & Culture Leader
5	3	To continue the development of our school store in conjunction with Win-Win points to earn Bulldog paychecks for positive behavior and effort in the classroom.	2 - School Climate and Culture	9/1/16	6/16/17	Climate & Culture Leader
7	2	To continue the Challenge Day Movement within the student body. The Change Team will lead and become the voice of the school in creating a positive supportive school environment. (IF FUNDS BECOME AVAILABLE)	2 - School Climate and Culture	1/3/17	6/16/17	Climate & Culture Leader
8	1	An advisory curriculum will be developed with MSF to incorporate Socio-Emotional learning and conflict resolution.	2 - School Climate and Culture	8/2/16	8/31/16	Climate & Culture Leader & MSF
9	2	To work collaborative with Supportive School Campaign (Campaign Connect) to help students feel attached to school and succeed in school.	2 - School Climate and Culture	9/1/16	6/16/17	Climate and Culture Leader
10	2	Book Club will be utilized to affect mindset as per QSR suggestion. Topics will include: and Strategies for teaching in Poverty and Better Than Carrots or : Restorative Practices for Positive Classroom Environment.(	2 - School Climate and Culture	9/1/16	6/16/17	Climate & Culture Leader
11	1	Use pertinent monthly school climate data to identify coaching and/or professional development and reflection needs for specific or all staff. Some key areas will be addressed via Book Studys.(IF FUNDS BECOME AVAILABLE)	6 - Enabling the Effective Use of Data	9/1/16	6/16/17	Climate & Culture Leader



Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	3	In conjunction, with MSF Check and Connect will be utilized to reduce chronic absenteeism. Staff will serve as Mentors and Meet with students weekly to check in and develop plans. Mentors will meet Monthly with Mercer Street Friends and C/C leader to debrief and plan.(IF FUNDS BECOME AVAILABLE)	2 - School Climate and Culture	9/1/16	6/16/17	Climate & Culture Leader
13	3	Monthly Bulletins, Daily Updates on Web site and Facebook to ensure parents and community are aware of school activities.	1 - School Leadership	9/1/16	6/16/17	School Leadership
14	2	PLC Meetings centered around discipline referrals and ways to positively manage behavioral concerns.	1 - School Leadership	9/1/16	6/16/17	School Leadership
15	3	Hope World Wide will assist in character development and the creation of an 8th grade lunch area.	2 - School Climate and Culture	10/4/16	6/16/17	Climate & Culture Leader
16	1	Develop a strong Attendance Plan and Team to address attendance issues (Absenteeism, Lateness)	1 - School Leadership	9/1/16	10/28/16	School Leadership
17	1	Climate and Culture Leader, as per NJDOE RAC will support staff and school in the development of a Positive School.	1 - School Leadership	9/1/16	6/30/17	School Administration
18	1	Leadership will be further developed through attendance at the ASCD Leadership Conference March 2017(IF FUNDS BECOME AVAILABLE)	1 - School Leadership	3/25/17	3/28/17	School Administration
19	3	In conjunction with Parent Liaison, Mercer Street Friends Rivera School will provide parent supports in a variety of areas ( Financial Literacy, Family Dynamics, Social Supports..) through a Parent Academy.	8 - Family and Community Engagement	8/29/16	6/30/17	Parent Liaison

## Budget Items

### SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
17	Climate and Culture Leader to support the development of a strong school climate	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$96,515.00	Other Federal
19	Stipend for Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660.00	Other Federal
17	Climate and Culture Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$21,921.00	Other Federal
19	Expenses for Parents during Parent Academy	SUPPORT SERVICES - Other Objects / 200-800	\$2,382.00	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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