

2016-2017

Washington

District: Trenton City

County: Mercer

Region: 4

Classification: Focus

Reason: Lowest Subgroup Performance: Special Ed, LEP

CDS: 215210300

SMART Goal 1

By June 2017, Washington Elementary School will implement the Balanced Literacy Block in accordance to the instructional framework with fidelity in all classrooms which will result in 80% of students meeting their DRA Growth Goals according to data set in October 2016.

Performance Challenge: At least 45% of students in grades kindergarten through five are reading below grade level as measured by the DRA. PARCC data for ELA for the 2014-2015 indicates a 20.9% proficiency rate. Data from EUA Benchmarks indicates growth from all grade levels from EUA 1 to EUA2 but from EUA 2 to EUA 3, all but reported grade levels dropped with proficiencies with the exception of fifth grade,

Strategy 1: Use grade level meetings to unpack units, standards, and review student work in order to remediate instructional gaps and by using the School Evidence Statements.

Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

Strategy 2: Building content knowledge and better instruction through coaching cycles. Modeling/peer teaching of guided reading by literacy leader and other master teachers. Schedule for literacy leader and administrator to visit rooms to see guided reading and offer support.

Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

Strategy 3: Use DRA and associated resources such as the Continuum of Literacy Learning to help with focusing on skills needed skills required in order to move students along the continuum of reading.

Turnaround Principal: 7 - Effective Use of Time

Target Population: All 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	DRA Scores as recorded in Edconnect and in student portfolios.
EOC 2	By January 2017, 80% of ELA classrooms will be implementing the Balanced Literacy block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0	Lesson plans, walk-through data(checklist) and observation data from administration.
EOC 3	By March 2017, 65% of students will reach their interim DRA level set in October 2016.	DRA Scores as recorded in Edconnect and in student portfolios.
EOC 4	By June 2017, Washington Elementary School will implement the Balanced Literacy Block in accordance to the instructional framework with fidelity in all classrooms which will result in 80% of students meeting their DRA Growth Goals according to data set in October 2016.	Lesson plans, walk-through data(checklist) and observation data from administration. DRA Scores as recorded in Edconnect and in student portfolios.

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	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 5. Use data binders daily with specific requirements for guided reading to monitor student progress.	3 - Effective Instruction	9/6/16	10/21/16	Literacy Leader, Teachers, & Administration

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	3	Book Studies for ELA and Sci/SS teachers on Close reading, Writing, and Nonfiction strategies Suggestions: <ul style="list-style-type: none"> o Text Dependent Questions (ELA) o Six Trait Writing, (ELA Writing) o Great Habits, Great Readers o Reading Nonfiction: Notice and Note (Sci/SS) o The Continuum of Literacy Learning Pre-K-8 	5 - Effective Staffing Practices	1/10/17	4/14/17	Literacy Leader and Teachers
3	2	Inside of weekly PLC for every UNIT: <ul style="list-style-type: none"> o Set norms, protocols, and systems for disagreements o Unpack Standards o Use the School Evidence Statements o Organize Curricular Units o Create/Refine Essential Questions 	4 - Curriculum, Assesment and Intervention System	9/6/16	6/9/17	Administration, Literacy Leader, & Teachers
4	3	Implement reading intervention for students who are reading 1 or more grade levels below using the F&P LLI Reading Intervention Program	7 - Effective Use of Time	10/3/16	6/2/17	Teachers, Literacy Leader
5	2	Inside of weekly PLC for every UNIT: Create/Refine/Review Summative Assessments <ul style="list-style-type: none"> o Create and Give Pre-Assessment o Design Learning Experience o Analyze and Use Formative Assessment Data o Revise lesson for all learners o Analyze Summative Assessments 	4 - Curriculum, Assesment and Intervention System	9/6/16	6/9/17	Teachers, Literacy Leader and
6	1	Survey teachers on professional development needs on teaching students identified as English Learners	5 - Effective Staffing Practices	9/6/16	9/30/16	Literacy Leader, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
7	2	Provide PD for individual process steps as necessary	4 - Curriculum, Assessment and Intervention System	9/6/16	6/16/17	Literacy Leader and RAC ELA Support
8	1	Create roll out plan for teachers with benchmarks for implementation	3 - Effective Instruction	9/9/16	10/21/16	Literacy Leader, Teachers, & Administration
9	1	Complete a miscue analysis of DRA to identify skills and strategies needed for each child	4 - Curriculum, Assessment and Intervention System	9/6/16	10/21/16	Literacy Leader, Teachers
10	1	Create targeted guided reading plans and take anecdotal notes to adjust instruction and measure GR effectiveness	3 - Effective Instruction	10/21/16	6/9/17	Literacy Leader, Teachers
11	1	Provide consistent walkthroughs to look for ELA block implementation	1 - School Leadership	9/6/16	6/9/17	Administration, Literacy Leader

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Utilize technology such as laptops for writing instruction, grades 1-5.	FACILITIES - Instructional Equipment / 400-731	\$5,697.00	State/Local
3	F&P LLI Kits for Reading Intervention (1 per grade level) 1st-5th	INSTRUCTION - Supplies & Materials / 100-600	\$21,100.00	State/Local
3	Book Study books and materials	INSTRUCTION - Supplies & Materials / 100-600	\$2,500.00	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Lliteracy Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$94,015.00	Other Federal
5	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$11,220.00	Other Federal

SMART Goal 2

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

Performance Challenge: Only 20% of 3rd-4th grade students scored at proficient levels on the PARCC Test.
Only 54% of K-5 students scored at proficient levels on the Unit 3 Math Benchmark

Strategy 1: Survey, plan for, and Implement professional development in Number Talks, which consist of high-order questioning and discussions, based on results of classroom visits, feedback and individualized coaching.

Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

Strategy 2: Analysis of student work and student data binder to inform teacher planning and instruction for all students within the class through the use of the Standards Based Tasks and Assessments.

Turnaround Principal: 7 - Effective Use of Time

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, Assessment and Intervention System

Target Population: All students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	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	Benchmark Assessments
EOC 2	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	Benchmark Assessments
EOC 3	50% of students in grades 1-5 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards	Benchmark Assessments
EOC 4	By June 2017, students in grades 3-5 will increase an average of 5 percentage points on the Numbers and Operations in Base Ten (NBT) standards as compared to the 2016 PARCC.	PARCC Assessment 2017

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Principal ensures lesson plans reflect that Number Talks are planned for with strategy and problem 3-5 days a week	1 - School Leadership	9/1/16	6/23/17	Principal, Teachers
2	2	Establish PLC norms to review student work on a monthly basis.	6 - Enabling the Effective Use of Data	9/20/16	9/23/16	Administration, Turn-Key Trainers, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	1	Turn-Key Trainers and RAC math specialist coach teachers individually and by grade level on the implementation and planning of Number Talk activities.	3 - Effective Instruction	9/1/16	12/9/16	Turn-Key Trainers, RAC Support, Teachers
4	2	Use student work from assessments including Type I, II, and III questions to determine when re-teaching needs to take place monthly.	4 - Curriculum, Assessment and Intervention System	9/26/16	6/23/17	Teachers, Turn-Key Trainers
5	1	Develop a calendar of when professional development can be provided for the school year aligned with the units of instruction	7 - Effective Use of Time	9/1/16	9/30/16	Administration, Turn-Key Trainers
6	1	Math Turn-Key Trainers and principal assess the school to determine that teachers are successfully implementing Number Talks in their classroom 3-5 times per week	3 - Effective Instruction	9/1/16	6/23/17	Turn-Key Trainers, Teachers, Principal
7	3	Develop lesson plans following the district curriculum that include small group instruction on a daily basis	3 - Effective Instruction	9/1/16	6/23/17	Teachers
8	2	Use of Common Core State Standards and PARCC rubrics to evaluate student performance	4 - Curriculum, Assessment and Intervention System	9/27/16	2/3/17	Teachers
9	1	Survey teachers on professional development needs on unpacking standards, using Evidence Tables, differentiating learning through center rotations, higher order math questions, etc.	3 - Effective Instruction	9/1/16	10/14/16	Turn-Key Trainers, Administration, Teachers
10	3	Teachers will maintain a data notebook identifying groups for guided math practice and implementation of skill centers/rotations	6 - Enabling the Effective Use of Data	9/1/16	6/23/17	Teachers
11	2	Develop enrichment and intervention activities based on students' needs i.e. I-Ready.	4 - Curriculum, Assessment and Intervention System	9/27/16	6/23/17	Teachers, Turn-Key Trainers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	1	Math Turn-Key Trainers/RAC math specialist provide training to teachers aligned to skills for the unit within 2 weeks prior to the start of the new unit.	3 - Effective Instruction	9/1/16	6/23/17	Turn-Key Trainers, Teachers, RAC Support
13	1	Math department development of content specific PDs for each grade level major standards by unit to be shared with teachers.	5 - Effective Staffing Practices	9/1/16	6/23/17	District Support, Turn-Key Trainers, Teachers
14	2	Develop a system for implementation of I-Ready during centers.	4 - Curriculum, Assessment and Intervention System	9/27/16	11/11/16	Teachers, Administration
15	3	Classroom walkthroughs Principal/RAC math specialist to ensure content is being appropriately taught	1 - School Leadership	9/1/16	6/23/17	Principal, RAC Support, Teachers
16	2	Create and implement activities that foster student small group discussions and teacher discourse using high order math questions	3 - Effective Instruction	9/1/16	6/23/17	Teachers
17	1	Principal, math leader, STEM leader, and RAC math specialist monitor implementation of Number Talks through classroom visits and provide feedback to teachers	3 - Effective Instruction	9/13/16	6/23/17	Principal, RAC Support, District Staff
18	3	Principal, math turn-key trainer, STEM leader, and RAC math specialist monitor implementation of best practices through classroom visits, feedback and individualized coaching	3 - Effective Instruction	9/13/16	6/23/17	Principal, RAC Support, District Staff
19	2	Teachers will print out and collect data daily, weekly, and monthly on student's progress in various programs used for instruction, formative, and summative assessments. i.e. EdConnect, I-Ready	6 - Enabling the Effective Use of Data	9/1/16	6/23/17	Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
20	2	Analysis of data (touchpoints, benchmarks, walkthroughs, I-Ready, etc.) from various assessments given throughout the unit to determine where additional support and training is needed	6 - Enabling the Effective Use of Data	9/1/16	6/23/17	Teachers, Turn-Key Trainers, Administration

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	I-Ready Instruction Upgrade Math Site License	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$4,640.00	State/Local
8	5 Additional Days I-Ready Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$7,000.00	State/Local
8	I-Ready Professional Development Onsite Standard Package	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,500.00	State/Local

SMART Goal 3

The school's practices will reflect student well-being and academic needs, as measured by achieving at least a score of 65 (or equivalent) on the 2016 Student Climate and Culture Survey in the areas of Relationships, Emotional Environment, Teaching and Learning, and Morale, and/or by raising the collective average score in these areas by at least 5% in a fall to spring comparison.

Performance Challenge: 12 to 14% of students are chronically absent to school.

Reduce discipline referrals by 2%

Student relationships are not as positive as desired based on Culture & Climate survey

Strategy 1:

Implement Second Step program consistently in every classroom with fidelity. Monitor & support the implementation of the Second Step program and the School Culture & Climate Plan.

Turnaround Principal:

5 - Effective Staffing Practices

Strategy 2:

Revisit, revise and implement the School Culture & Climate Plan.

Turnaround Principal:

3 - Effective Instruction

Strategy 3:

Continue to engage parents and attendance officer in improving student attendance through monthly meetings, follow-up visits monthly and personal phone calls to parents.

Turnaround Principal:

3 - Effective Instruction

Target Population:

All students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>By the end of EOC 1/Marking Period 1, 2016, as compared to the same ending time (November) in 2015, our school will demonstrate progress toward our main goal, as measured by improvement in at least two of the following indicators:</p> <p>HIB Incidents reduce by 5%</p> <p>Chronic Absenteeism improves by 5%</p> <p>Office Conduct Referrals reduced by 1%</p>	Monthly Reports for HIB, Chronic Absenteeism and Discipline Referrals
EOC 2	<p>By the end of EOC 2/Marking Period 2, 2017, as compared to the ending same time in (February) 2016, our school will demonstrate progress toward our main goal, as measured by improvement in at least two of the following indicators:</p> <p>HIB Incidents reduce by 5%</p> <p>Chronic Absenteeism improves by 5%</p> <p>Office Conduct Referrals reduced by 1%</p>	Monthly Reports for HIB and Discipline Referrals
EOC 3	<p>By the end of EOC 3/Marking Period 3, 2017, as compared to the same ending time in (April) 2016, our school will demonstrate progress toward our main goal, as measured by improvement in at least two of the following indicators:</p> <p>Improve Attendance by 2%</p> <p>HIB Incidents reduce by 5%</p> <p>Chronic Absenteeism improves by 5%</p> <p>Office Conduct Referrals reduced by 1%</p>	Monthly Reports for HIB, Chronic Absenteeism and Discipline Referrals
EOC 4	<p>The school's practices will reflect student well-being and academic needs, as measured by achieving at least a score of 65 (or equivalent) on the 2016 Student Climate and Culture Survey in the areas of Relationships, Emotional Environment, Teaching and Learning, and Morale, and/or by raising the collective average score in these areas by at least 5% in a fall to spring comparison.</p>	Climate & Culture Surveys- Parents, Students, Staff

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Guidance Counselor has been assigned as chairperson to oversee the administration of the survey, which will include Communication with the RAC regarding survey availability, participation rates, and result reporting	2 - School Climate and Culture	9/1/16	11/11/16	Counselor
2	2	Facilitate HIB in-service for all teachers	2 - School Climate and Culture	9/1/16	2/3/17	Counselor, Teachers, Paras, Staff
3	3	Safety Team has been established to meet bi-monthly to review the HIB incidents of the school and make changes where needed.	2 - School Climate and Culture	9/27/16	6/23/17	Principal, Safety Team
4	1	Communicate the importance of the survey to parents, staff and students	8 - Family and Community Engagement	9/1/16	4/14/17	Principal, Parent Liaison, Counselor, Teachers
5	2	Provide in-service on targeted training on classroom management skills for teachers who need assistance	2 - School Climate and Culture	9/1/16	2/3/17	Counselor, Principal, Teachers
6	3	Attendance Intervention Team has been established to review twice per month the statistics on chronic absenteeism and follow-up with Attendance Officer	2 - School Climate and Culture	10/4/16	6/23/17	Principal, Attendance Intervention Team
7	2	Principal will review the number of referrals per teacher monthly to determine if classroom management/behavior management support is needed for specific teachers.	2 - School Climate and Culture	9/1/16	6/23/17	Principal, Counselor, Teachers
8	3	Implement school initiatives to include Show Us Your Panther PAWS rules, Character Trait Month by Month and Student of the Month	2 - School Climate and Culture	9/7/16	11/11/16	Counselor, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
9	3	Communication of a clear vision of what a healthy environment looks like at Washington means following the Panther PAWS rules, treating others the way you want to be treated and the opportunity to participate in the monthly Perfect Attendance Parade	2 - School Climate and Culture	9/7/16	11/11/16	Counselor, Teachers, Students
10	3	Panther PAWS rules will be displayed in each classroom, every morning over announcements students will be reminded to follow PAWS rules and sing the school song.	2 - School Climate and Culture	9/7/16	11/11/16	Principal, Counselor, Teachers, Students
11	1	Teachers will teach weekly Second Step lessons and engage students in 10-15 minute daily activities to focus on specific character building traits.	2 - School Climate and Culture	9/13/16	6/23/17	Teachers, Students
12	1	Principal will conduct informal observation of teachers facilitating a Second Step lesson during the first round of observations.	3 - Effective Instruction	10/4/16	12/16/16	Principal, Teacher
13	2	Implement the school-wide Anti-Bullying program through PEI Kids.	2 - School Climate and Culture	9/13/16	5/5/17	Counselor, PEI Kids Counselors, Teachers

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Color Printer Ink- Dell 3115cn (1 per color) Magenta, Cyan, Yellow, Black	SUPPORT SERVICES - Supplies & Materials / 200-600	\$580.00	State/Local
3	Certificates for Monthly Perfect Attendance (180-200 per month)	SUPPORT SERVICES - Supplies & Materials / 200-600	\$500.00	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Certificates for Student of the Month (17 per month)	SUPPORT SERVICES - Supplies & Materials / 200-600	\$200.00	State/Local
3	Trophies for Students with Perfect Attendance All Year	SUPPORT SERVICES - Other Objects / 200-800	\$500.00	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 for 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	9/8/16	6/30/17	Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660.00	Other Federal
Parent Engagement Efforts	8/2/16	6/30/17	Parent Liaison and Principal	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,176.00	Other Federal