

2016-2017

Grant

District: Trenton

Classification: Priority

County: Mercer

Reason: Lowest-Performing

Region: 4

CDS: 215210200

SMART Goal 1

By June 2017, Grant Elementary School will implement the Balanced Literacy Block in accordance with the instructional framework with fidelity in all classrooms which will result in 70% of Kindergarten-Grade 5 students meeting their DRA growth goals according to data set in October 2016/February 2017.

Performance Challenge: Low achievement levels on district and school-based assessments. Of the 377 general education and inclusion students evaluated for mid-year DRA, 19% of Grant students are exceeding grade level reading expectations, 21% are reading on grade level and 60% are behind grade level reading expectations.

Strategy 1: Group, implement and monitor targeted Guided Reading and/or skills based small instructional groups according to student levels as measured by DRA, Word Analysis and formative assessments, meeting with groups a minimum of three times a week.
Turnaround Principal: 7 - Effective Use of Time

Strategy 2: Use of PLC sessions to engage teachers in planning and adjusting instruction by breaking down standards, designing learning and analyzing student work.
Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

Strategy 3: Develop, implement and monitor teacher practice in close reading and writing within the areas of ELA, Science and Social Studies classrooms.
Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

Target Population: Gen Ed
Bilingual
Spec Ed

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of October 2016, 100% of Grades 1-5 students will have a base line to determine their DRA levels and goals established for individual growth for the school year. 65% of ELA classrooms will implement the Balanced Literacy block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0.	Classroom Walkthrough Data Fall DRA Data
EOC 2	By February 2017, 75% of ELA classrooms will implement the Balanced Literacy block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0. 100% of Kindergarten students will have a base line to determine their DRA levels and goals established for individual growth for the school year.	Classroom Walkthrough Data Mid-Year DRA Data
EOC 3	By April, 60% of Grades 1-5 students will reach their mid-year DRA level goals set during EOC1. 80% of ELA classrooms will implement the Balanced Literacy block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0.	Classroom Walkthrough Data Mid-Year DRA Data
EOC 4	By June 2017, Grant Elementary School will implement the Balanced Literacy Block in accordance with the instructional framework with fidelity in all classrooms which will result in 70% of Kindergarten-Grade 5 students meeting their DRA growth goals according to data set in October 2016/February 2017.	Classroom Walkthrough Data Spring DRA Data

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Continue the Readers Workshop model so that students are 1) reading for a purpose; 2) responding to reading in a readers notebook; 3) utilizing Raz-Kids as technology intervention and 4) in a guided reading/skills based small group. Extended Day Program for ELA. 5 teachers @ 35 hours X \$42. (if funds become available - blended funds)	3 - Effective Instruction	10/4/16	6/15/17	Literacy Leader Teachers Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	1	DRA implementation plan that includes training as needed, spot-checking of DRA assessments and grade level review of assessment results.	3 - Effective Instruction	10/4/16	3/31/17	Literacy Leader Teachers Principal
3	1	Create targeted guided reading plans and the taking of anecdotal notes to adjust instruction and measure guided reading effectiveness.	3 - Effective Instruction	10/4/16	6/15/17	Literacy Leader Teachers Principal
4	1	Dual language support with curriculum expectations. Dual Language professional development support for all staff working with ELL population (Title 2 & 3) (\$4420 - if funds become available)	3 - Effective Instruction	11/1/16	6/16/17	Literacy Leader Teachers Principal ESL Support
5	2	Analyze DRA miscue analysis and word analysis tasks to plan for differentiation and guided reading instruction.	6 - Enabling the Effective Use of Data	10/28/16	6/15/17	Literacy Leader Teachers Principal
6	2	Identify trends among grade levels to adjust teaching for intervention and for additional professional development needs	1 - School Leadership	10/28/16	6/15/17	Literacy Leader Teachers Principal
7	2	Quarterly reflection of guided reading, conferencing and running record notes to identify trends and movement of groups.	6 - Enabling the Effective Use of Data	11/30/16	6/15/17	Literacy Leader Teachers Principal
8	2	Unpack upcoming units to identify reading strategies that students will need to master and utilizing The Reading Strategies Book to plan for instruction.	4 - Curriculum, Assessment and Intervention System	9/30/16	6/15/17	Literacy Leader Teachers Principal
9	2	Normatively score and reflect on Checks for Understanding and benchmark data.	6 - Enabling the Effective Use of Data	11/1/16	6/15/17	Literacy Leader Teachers Principal
10	3	Professional development and PLCs focusing on the texts: Text Dependent Questions and Great Habits, Great Readers. Professional Development on Guided Reading, Close Reading and Writing Workshop. (if funds become available) \$4420.	3 - Effective Instruction	11/1/16	6/15/17	Literacy Leader Teachers Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
11	3	Use of signposts strategy to support students with close reading and responding to text.	3 - Effective Instruction	11/1/16	6/15/17	Literacy Leader Teachers Principal
12	3	Coaching cycle goals based on implementation of balanced literacy block, guided reading and Lucy Calkins writing.	3 - Effective Instruction	10/4/16	6/15/17	Literacy Leader Teachers Principal
13	3	Integrate Lucy Calkins checklists and rubrics into mini-lessons and provide students with exemplar samples of writing at the beginning of each unit.	3 - Effective Instruction	10/4/16	6/15/17	Literacy Leader Teachers Principal
14	3	Promote the growth of students academic vocabulary through close reading of grade level text by identifying core content vocabulary.	3 - Effective Instruction	11/30/16	6/15/17	Literacy Leader Teachers Principal

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Extended Day Program for ELA. 5 teachers @ 35 hours X \$42. (if funds become available - blended funds)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$7,350.00	State/Local
1	Literacy Leader salary to provide high quality PD	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$86,090.00	Other Federal
1	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$18,023.00	Other Federal

SMART Goal 2

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

Performance Challenge: 31% of students are two or more years below grade level during the second administration of the assessment. (Feb)

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: 4 - Curriculum, Assessment and Intervention System

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: 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: Gen Ed
Bilingual
Spec Ed

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>75% of students in Kindergarten will score proficient on a district common assessment.</p> <p>70% of students in grade 1 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>50% of students in grade 2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>20% of students in grade 3 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>40% of students in grade 4 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>30% of students in grade 5 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p>	Common Assessments

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	<p>80% of students in Kindergarten will score proficient on a district common assessment.</p> <p>73% of students in grade 1 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>55% of students in grade 2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>25% of students in grade 3 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>45% of students in grade 4 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>35% of students in grade 5 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p>	Common Assessments

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	<p>85% of students in Kindergarten will score proficient on a district common assessment.</p> <p>76% of students in grade 1 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>60% of students in grade 2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>30% of students in grade 3 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>50% of students in grade 4 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>40% of students in grade 5 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p>	Common Assessments
EOC 4	By June 2017, students in grades 3-5 will increase an average of 10 percentage points on the Numbers and Operations in Base Ten (NBT) standards as compared to the 2016 PARCC.	PARCC Assessment

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Math leader and principal assess the school to determine what teachers are successfully implementing Number Talks in their classroom 3-5 times per week. Extended Day Program for ELA. 5 teachers @ 35 hours X \$42. \$2210.	3 - Effective Instruction	10/4/16	11/11/16	Math Leader, Principal
2	1	Math leader and/or district supervisor, and RAC math specialist coach teachers individually and by grade level on the implementation and planning of lessons	3 - Effective Instruction	9/13/16	6/1/17	Math Leader
3	1	Create and implement a Number Talk inventory to monitor progress of teacher	3 - Effective Instruction	9/13/16	6/1/17	Math Leader, Principal
4	1	Implement individualize action plans for supporting teacher growth (progress) as related to Number Talk	3 - Effective Instruction	10/4/16	1/5/16	Math Leader, Principal, Teacher
5	1	Principal ensures lesson plans reflect that Number Talks are planned for with strategy and problem 3-5 days a week	3 - Effective Instruction	9/13/16	6/1/17	Principal, STEM Supervisor
6	1	Principal, math leader, STEM supervisor and RAC math specialist monitor implementation of Number Talks through classroom visits and provide feedback to teachers	3 - Effective Instruction	10/4/16	6/1/17	Principal, Math Leader, STEM Supervisor, RAC math specialist
7	2	Continue to develop PLC norms to review student work on a monthly basis	6 - Enabling the Effective Use of Data	10/4/16	6/1/17	Principal, Math Leader
8	2	Train teachers on Close Reading in Mathematics. Professional Development on Close Reading in Math (Title II) if funds become available \$2210)	3 - Effective Instruction	9/6/16	10/31/16	Math leader, principal, teacher
9	2	Implement and monitor the use of Close Reading strategies to solve type II and III math questions	3 - Effective Instruction	11/1/16	6/1/17	Math Leader, Principal, Teacher
10	2	Through data analysis, use student work from assessments including Type I, II, and III questions to determine when re-teaching needs to take place	3 - Effective Instruction	10/4/16	6/1/17	Teacher
11	2	Develop lessons that include small group instruction on a daily basis	3 - Effective Instruction	9/6/16	6/1/17	Teacher, Math Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	2	Develop enrichment & interventions activities based on student needs and relevant data after the mid-year I-Ready assessment	3 - Effective Instruction	10/11/16	6/1/17	Teacher, Math Leader
13	3	Math department development of content specific PDs for each grade level major standards by unit to be shared with teachers. Professional Development on Math Content (if funds become available \$2210).	3 - Effective Instruction	9/6/16	6/1/17	Teacher, Math Leader, RAC Math Specialist, STEM supervisor
14	3	Survey teachers on professional development needs on teaching identified English Learners	6 - Enabling the Effective Use of Data	9/6/16	6/1/17	Math Leader, RAC Math Specialist, RAC ELL specialist, district SIOP teachers
15	3	Use of ACCESS for ELLs data to understand the English language proficiency of students identified as English Learners to implement classroom strategies to support students	6 - Enabling the Effective Use of Data	9/6/16	6/1/17	Teacher, district SIOP teachers
16	3	Use CAN DO Descriptors to support differentiated instruction for students identified as English Learners to implement classroom strategies to support students	6 - Enabling the Effective Use of Data	9/6/16	6/1/17	Teacher, district SIOP teachers
17	3	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	8/1/16	9/30/16	Math Leader, Principal
18	3	Math Leader, STEM supervisor, and RAC math specialist provide training to teachers aligned to skills for the unit prior to the start of the new unit	3 - Effective Instruction	9/6/16	6/1/17	Math Leader, STEM supervisor, RAC Math Specialist
19	3	Analysis of data (touchpoints, benchmarks, walkthroughs) from various assessments given throughout the unit to determine where additional support and training is needed	6 - Enabling the Effective Use of Data	9/6/16	6/1/17	Teacher, Principal, Math Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
20	3	Classroom walkthroughs by Math leader, STEM supervisor, RAC math specialist, and Principal to ensure content is being appropriately taught	3 - Effective Instruction	9/6/16	6/1/17	Principal, Math leader, STEM supervisor, RAC Math Specialist

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Math Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$94,015.00	Other Federal
1	Math Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$15,782.00	Other Federal

SMART Goal 3

By June 23, 2017, to improve the climate and culture at Grant School, the suspension rate will be reduced by 5% as compared to the 15-16 end of year suspension rate and the chronic absenteeism rate will be reduced by 10% as compared to the annual rate in the 15-16 school year.

Performance Challenge: The percentage of chronically absent students hovered between 12% to 15% over the course of the year. Climate & Culture procedures must be adhered to by all staff. 4.7% of all students have been suspended during the 2015-2016 school year. Fidelity with the Climate & Culture Plan will decrease chronic absenteeism, discipline referrals and suspensions.

Strategy 1: Establish a welcoming school environment that is well-branded.

Turnaround Principal: 3 - Effective Instruction

Strategy 2: Plan school initiatives that facilitate buy-in from all stakeholders.

Turnaround Principal: 6 - Enabling the Effective Use of Data

Target Population: Gen Ed
Bilingual
Spec Ed

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	100% of staff will be oriented and trained on the CC Plan, Attendance protocols and interventions, and data tracking to lead our school toward our overall CC SMART Goal.	Completed climate and culture plan, Process to track and analyzed climate data detailed in climate & culture plan. Evidence includes reports submitted to staff members.

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	Accountability for the implementation of the training will be monitored through at least 25% of the classes being visited weekly by the administration and the suspension rate being reduced by 3% as compared to the same time last year and the chronic absenteeism being reduced by 6% as compared to the same time last year.	completed analysis and sharing of information linked to attendance, suspension, and referral data. Log sheets from school messenger showing use of system for attendance phone calls. Completed walkthrough tools.
EOC 3	Complete review of data from walkthroughs and climate plan. All students receive a monthly attendance report. Monthly discipline data shared with school community. Suspension rates will be reduced by 4% as compared to the same time last year and student chronic absenteeism will be reduced by 8% as compared to last year.	completed attendance reports, monthly discipline data - letters to parents, detention room in use.
EOC 4	By June 23, 2017, to improve the climate and culture at Grant School, the suspension rate will be reduced by 5% as compared to the 15-16 end of year suspension rate and the chronic absenteeism rate will be reduced by 10% as compared to the annual rate in the 15-16 school year.	review of discipline, attendance and referral data. Share with school community changes in climate as evidence through reduced discipline referrals.

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	SLT and PBIS team revises school climate plan based on PBIS survey conducted Spring 2015. Revise discipline tracking system - (referrals input into powerschool - create at-risk student folders and action plan.)	1 - School Leadership	7/12/16	10/4/16	SLT Chair Climate and Culture Team, Techers.
2	1	Climate Plan subcommittee finalizes climate plan and presents the plan to staff at summer professional development academy and/or inservice date. Plan includes branding of the school and nonnegotiable items all staff must implement. Plan includes positive behavior supports and student recognition procedures.	2 - School Climate and Culture	7/12/16	10/4/16	SLT Chair Climate and Culture Team Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	1	Administration reviews climate plan with all staff during opening of school meetings (PLCS). Copies of climate plan are shared with all staff, parents and students. Principal and school counselor meet with each grade level to ensure students understand the plan's incentives and consequences.	1 - School Leadership	9/6/16	9/30/16	Administrative Team
4	1	Teachers implement the plan (classroom, hallways, bathrooms and cafeteria). Review implementation at PLCs and make adjustments as required.	5 - Effective Staffing Practices	9/6/16	6/30/17	Grant School Staff
5	1	Revise the 15/16 procedure to track suspension and discipline referral rate. Align to I&RS procedures with case manager for all repeat offenders.	2 - School Climate and Culture	9/6/16	9/30/16	School Counselor
6	1	Continue established system to track attendance via front office powerschool procedures. Monitor attendance at the student level and coordinate with attendance officers as required. Establish parent liasion and community suport for students exhibiting patterns of chronic absenteeism. (if funds become available - Communications to Parents via calendar, recognition events, and other outreach. \$2591	6 - Enabling the Effective Use of Data	9/6/16	10/28/16	Parent Liasion
7	1	Share data on discipline and attendance with staff and school community.	8 - Family and Community Engagement	11/1/16	11/30/16	Administration
8	2	Develop a comprehensive calendar that covers the school year. Indicate when student recognition ceremonies are scheduled and process to nominate students for recognition ceremonies.	7 - Effective Use of Time	9/6/16	9/30/16	Programs Committee Student Recognition Committee
9	1	Complete walkthroughs focused solely on implementation of the plan. Establish look-fors developed from the climate and culture plan.	1 - School Leadership	10/4/16	6/6/17	Administrative Team Staff
10	1	Analyze data, discipline, attendance and walkthroughs to identify areas of weakness to remediate.	6 - Enabling the Effective Use of Data	11/1/16	11/30/16	Administrative Team Staff
11	1	Implement plan for remediation. Connect with staff who are struggling with the plan and pair up staff to support struggling teachers	2 - School Climate and Culture	11/1/16	11/30/16	Administrative Team Staff

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	3	Develop process to analyze referrals. Include a focus on grade level, gender, ethnicity, location of offense, time of offense, type of offense	2 - School Climate and Culture	11/30/16	12/30/16	Administrative Team Staff
13	3	Analyze discipline data monthly and follow-up with appropriate staff.	6 - Enabling the Effective Use of Data	1/3/17	1/31/17	Administrative Team Staff
14	3	Execute robocalls linked to attendance reports. Teachers submit accurate attendance. Robocall (via school messenger) sent out to the parents of absent students.	7 - Effective Use of Time	9/6/16	6/30/17	Front Office Staff Administrative
15	3	Institute monthly attendance reports for all students enrolled at Grant School. Include statistics on average daily attendance rates.	8 - Family and Community Engagement	10/4/16	6/30/17	Front Office Staff Administrative
16	3	Institute monthly discipline referral with detention and suspension update	2 - School Climate and Culture	12/1/16	1/31/17	Front Office Staff Administrative
17	3	Institute afterschool detention room for 2-5 grade students. Ask staff to volunteer for supervision duty.	2 - School Climate and Culture	10/4/16	6/6/17	Front Office Staff Administrative
18	3	Coordinate interim reports and report cards with attendance updates.	2 - School Climate and Culture	10/4/16	6/6/17	Front Office Staff Administrative

< SMART Goal 3 - Budget Items: NO DATA >

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	Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660.00	Other Federal