

2018-2019

ROSA PARKS/CENTRAL COMMUNITY SCHOOL

District: CITY OF ORANGE TWP

County: ESSEX

Team: 1

Level of Support: Level I

Targeted Subgroup

CDS: 133880105

SMART Goal 1

By June 2019, 70% of students in grades K-7 at Rosa Parks Community School will meet their Lexile Growth Goals according to the SRI goals set in September 2018.

Performance

On average 31% of all of the students are on or above level, 40% of all students are 1 grade level below, and 29% of all students are 2 or more grade levels at Rosa Parks Community School according to the 2018 i-Ready Diagnostic Test. 2017 PARCC School Wide proficiency is 28.6% (29.4% of RPCS students were approaching expectations). 10% of SWDs and 19.7% of ELLs met/or exceeded expectations for the 2017 PARCC Assessment. We are consistently low in Informational Text in regards to Key Ideas & Details. Writing as a whole across all 3 categories (LAT, NWT, and RST) are significantly low.

In addition, the data from the iReady Program indicated that even though there was growth there was still a weakness in reading comprehension 59% below grade level. Specifically, Kindergarten in High-Frequency Words, 1st grade in Vocabulary, 2nd grade in Vocabulary, 3rd grade in Vocabulary, 4th grade in Vocabulary, 5th grade in Informational Text, 6th grade in Informational Text, and 7th grade in Literature.

As well as, PARCC Evidence Statement Analysis Report showed in grade 3 students scored below proficiency on the following standards: RI 3.3.1, RI 3.2.3, and RI 3.2.1. In grade 4 students scored below proficiency on the following standards: RI 4.8.1, RL 4.9.2, and RI 4.9.1. In grade 5 students scored below proficiency on the following standards: RI 5.3.2, RI 5.3.1, and RI 5.9.1. In grade 6 students scored below proficiency on the following standards: L 6.5.3, RST 6.2.4, and RL 6.9.1. In grade 7 students scored below proficiency on the following standards: RI 7.6.3, RL 7.2.2, and RH 7.2.1.

Target Population: Grades K-7, GE, SWD, and ELLs

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By EOC 1, a minimum of 95% of students will have been baselined with SRI diagnostic to determine their Lexile level and goals set for individual growth by the end of the school year.	SRI scores.
Feb 15	By EOC 2, 20% of students in grades 3-7 at Rosa Parks Community School will meet their first cycle Lexile Growth Goals according to the SRI goals set in September 2018.	SRI scores.
Apr 15:	By EOC 3, 50% of students in grades 3-7 at Rosa Parks Community School will meet their second cycle Lexile Growth Goals according to the SRI goals set in September 2018.	SRI scores.
Jul 1	By June 2019, 70% of students in grades K-7 at Rosa Parks Community School will meet their Lexile Growth Goals according to the SRI goals set in September 2018.	SRI scores.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Create CPT/SLC schedule for weekly planning, and schedules for bi-weekly sessions for planning and adjusting instruction. As well as, outlining the process and framework for these meetings.	8/1/18	8/31/18	Admin Team

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Construct a team to assist with planning and addressing pacing issues for grades K-7. The team will assist with reviewing assessment data and fidelity to district guidelines.	8/1/18	8/31/18	A.P. (ELA)
3	1	Provide PD to address pedagogical content and small group instruction and the following standards: comparing two texts, determining the main idea of text and supporting with details, explaining and citing evidence in historical, scientific, or technical texts.	9/4/18	5/31/19	A.P. (ELA)
4	3	Review data in regard to technology programs and SRI/PI assessments and hold teachers accountable for execution of the ELA block. Set norms, protocols, and rubric outlining expectations. Repeat for each cycle.	9/3/18	4/30/19	A.P. (ELA)
5	2	Conduct monthly individual/grade level/school-wide data reviews. Implement individual/grade level/school-wide action plans where necessary. Repeat for each cycle.	9/4/18	5/31/19	A.P. (ELA) and school level ELA teachers.
6	3	Provide systemic coaching/PD for all teachers and readjust coaching based on new data (ELA and Social Studies) around standards: Repeat for each cycle.	9/4/18	6/21/19	A.P. (ELA) and district content area supervisors.
7	1	Plan and address instruction monthly, by identifying ELA focus standards by grade levels for interdisciplinary connection (provide data at the end of each cycle). Repeat for each cycle.	9/4/18	6/21/19	Building administrators and district content area supervisors.
8	1	Assist and monitor LASW (Looking At Student Work) protocols for each cycle with Grade Level Teams.	9/4/18	6/14/19	A.P. (ELA) and district content area supervisors.

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
9	3	Weekly intentional monitoring with effective feedback for lesson planning in ELA and Social Studies. With the emphasis on the ELA block components for teacher guided small group practice. Repeat for each cycle.	9/4/18	6/14/19	Building administrators and district content area supervisors.
10	1	Monitor and evaluate content area artifacts that support teacher guided small group instruction (e.g. conferring notes, iReady, iRead, Reading Plus, and etc.) Repeat for each cycle.	9/4/18	6/21/19	Building administrators, district supervisors, and teachers.
11	3	Create a format, rubrics, and schedule for monthly collegial walkthroughs (building, district, or out of district).	9/4/18	6/14/19	A.P. (ELA), district content area supervisors, and district coaches.
12	2	Perform monthly classroom visitations/walkthroughs and share data with parents, staff and students. Provide training for parents/guardians on how to assist their students.	9/4/18	6/21/19	A.P. (ELA), district content area supervisors, and district coaches.
13	2	Identify students who are two or more reading levels below grade level, and plan and implement an intervention system to address their specific needs (monitor track students at the end of each cycle). For students need teir 3 intervention	9/18/18	9/28/18	A.P. (ELA)
14	3	Disseminate PD Survey to all ELA teachers. Gather, analyze data and plan on-going professional development.	9/18/18	9/21/18	A.P. (ELA)
15	3	Create schedule for PD based on survey results and prior year's walkthrough and observation data to address the specific individual need of teachers. To be completed at the end of each cycle.	10/1/18	10/12/18	A.P. (ELA)
16	2	Identify and monitor students who are experiencing attendance and behavioral problems in Mathematics. classes and design an action plan to support them.	8/14/18	6/21/19	Dean of Students, PBSIS, Climate and Culture Committee

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
17	2	Celebrate the performance/goal achievement of staff, students, parents and the school. Conduct monthly award/ incentive programs.	9/11/18	6/21/19	Dean of Students, PBSIS, Climate and Culture Committee
18	1	Provide a Dean of Students to address behavioral issues.	7/1/18	6/28/19	Principal
19	1	Continue to utilize the Climate and Culture Committee and iPBSIS Coaches and members to support efforts to achieve goal.	9/1/18	6/14/19	Principal.

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
13	Extension of after school intervention program by 30 minutes. Stipend for 15 teachers X \$35 for duration of program (October to May 3 times per week) Students who need tier 3 support.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$8,400	Federal Title I (School Allocation)
14	Plan and implement an intervention program for students in grades K-2 (10 teachers at 70 hours @\$35	INSTRUCTION - Personnel Services - Salaries / 100-100	\$24,500	Federal Title I (School Allocation)
17	Incentives/ celebration for students, parents, staff (monthly/marking period)	INSTRUCTION - Supplies & Materials / 100-600	\$3,500	Federal Title I (School Allocation)
17	Provide incentives for students, staff, families to achieve goals for improvements in performance, behavior, attendance.	INSTRUCTION - Supplies & Materials / 100-600	\$4,500	Federal Title I (School Allocation)
2	Stipend for teachers who will meet monthly to plan, identify areas in need of attention, examine student work, examine student data, create action plans, monitor implemented action plans.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$7,500	Federal Title I (School Allocation)

SMART Goal 2

By May 2018, through the use of the I-Ready Program, 60% of all students in Grade K- 7 will meet or exceed the Projected Growth Goal as measured by the 2018-2019 i-Ready Diagnostic.

Performance

On average 26% of all of the students are on or above level, 57% of all students are 1 grade level below, and 17% of all students are 2 or more grade levels at Rosa Parks Community School according to the 2018 i-Ready Diagnostic Test. 2017 PARCC School Wide proficiency is 23.1% (32.1% of RPCS students were approaching expectations); 6.8% of SWD met or exceeded expectations on the 2017 PARCC and 0% of ELL met or exceeded expectations on the 2017 PARCC. Modeling for problem-solving and reasoning practices are consistently low (PARCC and district assessments).

Target Population: Grades K-7, GE, SWD, and ELLs

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By EOC 1, at least 95% of students will be baselined with i-Ready Diagnostic to determine growth targets.	i-Ready data
Feb 15	EOC 2, 60% of all students in Grades K - 7 at RPCS will meet their mid-year projected growth on the i-Ready Program.	i-Ready data
Apr 15:	By EOC 3, 100% of all teachers in Grades K-7 at RPCS will use the data from the i-Ready Diagnostic (and other data sources) to group their students and plan for small group instruction based on the students' needs. Teachers must submit weekly lesson plans and daily small-group conferencing logs that detail instructional strategies for students based on data.	i-Ready data, lesson plans, conferencing notes

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By May 2018, through the use of the I-Ready Program, 60% of all students in Grade K- 7 will meet or exceed the Projected Growth Goal as measured by the 2018-2019 i-Ready Diagnostic.	i-Ready data

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Build a schedule for testing for the iReady Assessments.	7/3/18	8/31/18	Principal, Assistant Principal (Math)
2	3	Create a format, rubric, and schedule to conduct walkthroughs that focuses on Anchor Tasks.	7/3/18	7/31/18	Principal, Assistant Principal (Math)
3	1	Create a format, rubric, and schedule to conduct walkthroughs that focuses on Small-Group Instruction and iReady implementation.	7/3/18	7/31/18	Principal, Assistant Principal (Math)
4	3	Create a schedule and outline meeting protocol, process, and framework for CPT/SLC.	7/3/18	8/31/18	Principal, Assistant Principal (Math)
5	3	Create CPT/SLC schedule for bi-monthly planning meeting that focuses on analyzing data and adjusting instruction based on data. Outline protocol/process and framework for meeting.	7/3/18	8/31/18	Principal, Assistant Principal (Math)
6	3	Create a monthly schedule to assess students on modeling and reasoning math problems.	7/3/18	8/31/18	Principal, Assistant Principal (Math)
7	2	Create a data dashboard to track 2018 PARCC scores, NWEA Assessments, iReady Assessments, and Benchmark Assessments.	7/3/18	8/31/18	Principal, Assistant Principal (Math)
8	2	Identify Quarterly focus standards and set clear student/teacher goals.	7/3/18	4/30/19	Principal, Assistant Principal (Math)
9	1	Build a 45 minute period for Tier 2 and 3 interventions that supports the personalized learning model and MTSS.	7/3/18	8/31/18	Principal, Assistant Principal (Math)

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
10	2	Strengthen oversight (monitoring) of the Math Block and Intervention periods to ensure the effectiveness of the lesson and the use of station rotations using data by conducting walkthroughs in every Math teacher's class at least twice a month and provide written feedback within 2 days.	9/11/18	6/14/19	Principal, Assistant Principal (Math)
11	2	Have monthly grade level planning meetings (once per month during CPT) to develop/select anchor tasks for each focus standard.	9/11/18	6/14/19	Principal, Assistant Principal (Math)
12	2	Weekly intentional monitoring of lesson plans (with effective feedback) for lesson planning in Mathematics. Emphasis on the Personalized Blended Learning components and Targeted Small-Group instruction.	9/11/18	6/21/19	Principal, Assistant Principal (Math)
13	1	Create modeling and reasoning math problems associated with the monthly focus standards with a rubric to be tested monthly.	9/11/18	6/7/19	Principal, Assistant Principal (Math)
14	2	Review the data of the monthly modeling and reasoning problems during CPT to adjust instruction.	9/11/18	6/14/19	Principal, Assistant Principal (Math)
15	2	Administer the NWEA and iReady Diagnostic Assessment to determine individual growth targets and to determine specific plans for students using the iReady data.	9/11/18	10/19/18	Principal, Assistant Principal (Math)
16	2	Identify students who are in need of Enrichment and Tier 2 and 3 Interventions using 2018 PARCC scores, NWEA Fall Assessment, and the iReady Fall Assessment.	9/11/18	10/19/18	Principal, Assistant Principal (Math)
17	2	Implement a program for a Tier 2 and 3 Interventions to address the student's specific needs. Saturday Program for Tier 2 Intervention and Rtl Afterschool Program for Tier 3 Intervention.	9/11/18	11/1/18	Principal, Assistant Principal (Math)
18	3	Identify/monitor students who are experiencing attendance and behavioral problems in Mathematics. classes and design an action plan to support them.	9/28/18	6/7/19	Dean of Students
19	2	Provide workshops for parents on curriculum, PARCC, NWEA, and iReady data.	10/1/18	3/29/19	Principal, Assistant Principal (Math)

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
21	2	Administer the Winter Assessment for IReady to re-evaluate the needs of the students.	1/1/19	1/25/19	Principal, Assistant Principal,(Math)
22	2	Administer the Spring Assessment for IReady to determine the student's growth.	5/17/19	5/31/19	Principal, Assistant Principal,(Math)
23	3	Celebrate the performance/goal achievement of staff, students, parents and the school. Conduct monthly award/ incentive programs.	9/11/18	6/21/19	Principal, Assistant Principal,(Math)
24	1	Continue employment of Dean of Students.	7/1/18	6/28/19	Principal
25	1	Continue to utilize the Climate and Culture Committee and iPBSIS Coaches and members to support efforts to achieve goal.	9/1/18	6/14/19	Principal

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
17	Saturday Intervention Program Stipends for staff-8 teachers 18 days for 3 hours @ 35 and hour. 1 administrator @ 18 days for 4 hours @ \$ 40 an hour (Students needing Tier 2 instruction)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$18,000	Federal Title I (School Allocation)
17	Extension of after school intervention program by 30 minutes. Stipend for 15 teachers X \$35 for duration of program (October to May 3 times per week) Students who need tier 3 support.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$7,500	Federal Title I (School Allocation)
21	iReady Digital Content purchase	INSTRUCTION - Supplies & Materials / 100-600	\$26,000	Federal Title I (School Allocation)
23	Provide incentives for students, staff, families to achieve goals for improvements in performance, behavior, attendance.	INSTRUCTION - Supplies & Materials / 100-600	\$3,600	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Stipend for teachers who will meet monthly to plan, identify areas in need of attention, examine student work, examine student data, create action plans, monitor implemented action plans.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$8,400	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2019, 70% of English Language Learners will advance one year of growth in English language acquisition as evidenced by ACCESS assessment results.

Performance

The school's challenge is closing the achievement gap in performance on PARCC between Non English Language Learners and English Language Learners. The overall proficiency in ELA on the 2016 PARCC is 35% for the non ELL students and 19% for ELLs. The school is also challenged in closing the gap in performance in Math between the non-ELL and ELLs. The overall proficiency in Math on the 2016 PARCC is 25% for non ELLs and 19 % for ELLs. ELA: Effective instruction with a focus on reading comprehension, fluency, as well as analyzing complex informational texts is still developing. Students struggle to read grade-level complex informational texts. Students are at least 2 or more grade levels below in English and their native language. The continuation of the implementation of Guided Reading will continue to improve student's phonemic awareness, vocabulary, comprehension and fluency.

Math: Students are struggling to apply models and multiple solution paths to various concepts that are being taught. Students have difficulty in analyzing and comprehending word problems and tasks that are given during instruction and assessments. Students are adjusting to the need to explain and reason as they work through math problems.

Attendance for ELLs continue to prove problematic with some students being among the chronically absent.

Target Population: ELLs in Grades K-7

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1 on November 15, 2018, ACCESS 2.0 assessment, performance-based assessments, digital program baseline assessments and content knowledge assessments will be analyzed to identify current levels of proficiency among English language learners to determine the calibrated baseline proficiency for each group.	SRI, IRead screener, IReady Diagnostic, ReadingPlus diagnostic, Benchmark assessment for cycle 4 (2017-18SY)
Feb 15	By the end of Cycle 2 on February 15, 2018, 70% of English Language Learners will demonstrate that they are on-track to attain one half year's growth in English language acquisition by the end of the academic year as evidenced by digital program results, performance-based and content knowledge assessments.	SRI, IRead, IReady and ReadingPlus data, Benchmark assessment data and formative assessment data
Apr 15:	By the end of Cycle 3 on April 15, 2018, 70% of English Language Learners will demonstrate that they are on-track to attain three-fourth year's growth in English language acquisition by the end of the academic year as evidenced by digital program results, performance-based and content knowledge assessments.	SRI, IRead, IReady and ReadingPlus data, Benchmark assessment data and formative assessment data
Jul 1	By June 30, 2019, 70% of English Language Learners will advance one year of growth in English language acquisition as evidenced by ACCESS assessment results.	SRI, IRead, IReady and ReadingPlus data, Benchmark assessment data and formative assessment data

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
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Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Provide training and support to all staff around the use of demographic data to address attendance and discipline policy (focus on chronic absenteeism and behavioral issues) and office conduct referral system, incentives for students.	7/3/18	7/31/18	PBSIS, Dean of Students
1	1	Identify all ELL students, according to their ACCESS levels to be set up on a spreadsheet to ensure proper tracking for all ELLs. This data system is to contain data from assessments administered throughout the year.	8/1/18	8/31/18	Admintrators, ESL/Bilingual Department and Teachers
2	1	Identify ELL students to be placed for reading and math intervention.	8/1/18	8/31/18	Admintrators and Teachers
3	1	Design an Interim-Based Language Acquisition Rubric to correspond with the ACCESS expectations to determine the levels that the ELL Students will be functioning at in preparation for (ACCESS) testing. This rubric will correspond with the formative assessments and digital content assessments.	9/4/18	9/28/18	Admintrators, ESL/Bilingual Department and Teachers
4	1	Identify teachers for and begin Sheltered English Program training for selected teachers. Teachers modify their use of English to teach core subjects in order to ensure that the material is comprehensible to learners and that it promotes their second language development.	9/4/18	9/28/18	Admintrators, ESL/Bilingual Department
5	2	Provide Professional Development on co-teaching for all ESL teachers and all teachers where to staff are present (general education teachers with push-in ELL services and IA's) on an ongoing basis throughout the year to ensure that proper support is being utilized for all ELL classes.	9/4/18	6/28/19	Admintrators, ESL/Bilingual Department
6	1	Create a schedule for meetings to analyze student data, examine student work, create individualized plans and monitor progress on a bi weekly basis	9/4/18	9/21/18	Admintrators and Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	3	Create a schedule for parent meetings to inform and provide materials and resources to support parental involvement in goal achievement for students	8/1/18	9/21/18	Admintrators, ESL/Bilingual Department and Teachers, Dean of Students
8	2	Meet weekly with ESL teachers to share data, discuss expectations and outline plan for achieving goal	9/4/18	6/14/19	Admintrators, ESL/Bilingual Department
9	2	Monitor lesson plans, data for evidence of intentional, focused and targeted instruction.	9/4/18	6/14/19	Admintrators, ESL/Bilingual Department
10	3	Plan and implement an intervention program (before or after school) to afford ELLS additional instructional time to address specific student needs.	10/24/18	5/16/19	Admintrators and Teachers
11	3	Monitor attendance of ELLs to address excessive absences and provide information to parents on the importance of regular attendance.	9/4/18	6/21/19	Dean of students, PBSIS, Climate and Culture Team
12	2	Begin SIOP training for new teachers. Teachers modify their use of English to teach core subjects in order to ensure that the material is comprehensible to learners and that it promotes their second language development	10/1/18	5/31/19	Admintrators, ESL/Bilingual Department
13	1	Conduct regular walkthroughs throughout all bilingual, ESL and classes implementing SIOP , Co-Teaching models and intervention strategies to ensure fidelity of the program.	9/11/18	6/14/19	Admintrators, ESL/Bilingual Department
14	1	Continue employment of Dean of Students.	7/1/18	6/28/19	Principal
15	1	Continue to utilize the Climate and Culture Committee and iPBSIS Coaches and members to support efforts to achieve goal.	9/1/18	6/28/19	Principal

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
14	Dean of Students	INSTRUCTION - Personnel Services - Salaries / 100-100	\$115,000	Federal Title I (School Allocation)
10	Morning or after school school day extension to address gaps in education 4 teachers for 50 hours @\$35 an hour	INSTRUCTION - Personnel Services - Salaries / 100-100	\$7,000	Federal Title I (School Allocation)
15	Climate and Culture and PBSIS committees	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,500	Federal Title I (School Allocation)
14	Benefits for Dean of Students	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$13,000	Federal Title I (School Allocation)

SMART Goal 4

Performance

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1		

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	1	Continue the recognition and incentive program for students who continue to improve their behaviors, teachers who support the implementation of PBSIS and parents who work collaboratively with the school to ensure attainment of goal.	9/4/18	6/21/19	Dean of Students, Climate and Culture and PBSIS Teams
7	2	School leadership will collaborate with school support staff and community partners to provide educational workshops for parents that includes behavior expectations.	9/4/18	6/21/19	Principal, Dean of Students, Climate and Culture and PBSIS Teams
8	1	Develop a school wide calendar of of all activity, events, school level meetings schedules including SMT, Climate and Culture SciP, Community School and PBSIS.	9/4/18	9/28/18	Dean of Students, Climate and Culture and PBSIS Teams
9	2	Plan and implement an instructional event that teaches/reinforces the school-wide expectations, introduces the recognition system and celebrates students and staff.	9/4/18	9/21/18	Dean of Students, Climate and Culture and PBSIS Teams
10	1	Using PBSIS guidance, Dean of Students, Administrators and the Universal Intervention Team will refine the system used to collect and review office conduct referral and suspension data monthly for use in intervention planning.	9/4/18	9/28/18	Principal, Dean of Students, Climate and Culture and PBSIS Teams
12	3	Plan and implement an instructional event that teaches/reinforces the school-wide expectations, introduces the recognition system and celebrates and trains parents.	9/4/18	6/14/19	Dean of Students, Climate and Culture and PBSIS Teams

< SMART Goal 4 - Budget Items: NO DATA >
