

Daylight/Twilight H S

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210030

School Improvement Plan 2016-2017

School Improvement Plan Committee Members

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
Climate Culture Leader	Ariel Rivera	Yes	Yes	Yes		
Guidance Counselor	Althia Muse	No	Yes	Yes		
Principal	Ron Edwards	Yes	Yes	Yes		
SLT Chair / Literacy Leader	Jaime Delaney	Yes	Yes	Yes		
SLT Co-Chair / History Teacher	Tilottama Bose	Yes	Yes	Yes		
SLT Memeber / STEM Leader	Wayne Fisher	Yes	Yes	Yes		
SLT Member / Literacy Teacher	Phil Young	Yes	Yes	Yes		
SLT Member / Paraprofessional	Deetra White	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
SLT Member / Administrative	Maria Montero	Yes	Yes	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
04/27/2016	Quality School Review / Needs Assessment	Yes	Yes
05/12/2016	Data Review and Analysis	Yes	Yes
05/26/2016	Plan Development	Yes	Yes
05/25/2016	Plan Development	Yes	Yes
05/20/2016	Plan Development	Yes	Yes
05/18/2016	Plan Development	Yes	Yes

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	3	<p>â The collaboration demonstrated between the leadership and stakeholders to support student learning at Daylight Twilight High School was evident.</p> <p>â The staff, teachers, and the leadership are welcoming and open to exchanging ideas and suggestions. The leadership creates and maintains a team approach to improvement which can be felt around the building.</p> <p>â There is excitement for the future of Daylight Twilight and optimism that is articulated by the leadership.</p> <p>â The leadership has opened the portals of communication for shared operational responsibility.</p> <p>â There are high recognition levels for student achievement and the school celebrates student accomplishments.</p> <p>â The increased morale has developed increased school pride.</p>	<p>â Continue to build the academic culture of change, which has already started.</p> <p>â As a full administrative team will be in place in the 2016-17 school year, instructional guidance could remain a focus of the leadership, as this was expressed as a priority in the QSR presentation.</p> <p>â Use many qualitative and quantitative data points to facilitate the instructional improvement.</p> <p>â Consider multiple ways to communicate the instructional improvements to the faculty to maintain the momentum of change in the building, through a clear vision of instruction.</p> <p>â Use the shared leadership to facilitate the instructional change by using components of the instructional rubric to highlight the areas of need for the faculty.</p> <p>â Suggest small incremental changes in all disciplines. Scheduled and adhered-to walkthroughs that track feedback and follow-up will help with this process.</p>
	2	2		
	3	3		
	4	3		
	5	3		
	6	2		
	7	2		
	8	2		
	9	2		
	10	2		
Total		24		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	2	<p>Attendance monitoring protocols are in place with strong interventions. Leadership accountability for monitoring student attendance is evident in the school.</p>	<p>Student attendance remains a challenge at the school. Continuing to find the variables that contribute to each student's absences can remain a priority for Daylight Twilight HS.</p>
	2	2	<p>Graduation rates have improved from 14.3% in 2014 to 29.1% in 2015.</p>	<p>An academic culture of change has begun.</p>
	3	2	<p>Evidence points to increasing identification of the reasons why some students begin to disconnect from the school. There is a purposeful outreach to those students to bring them back and work with enroute toward graduation.</p>	<p>Prioritize the quality of instruction seen consistently in every classroom</p>
			<p>Students are being recognized for the social-emotional growth demonstrated. They are winning contests and showing the community at large that the school is embedded in a positive culture of social emotional learning.</p> <p>Students are empowered to lead as demonstrated through several student-initiated events.</p> <p>Students appreciate the professional preparation of their teachers, as the administration has made this awareness a priority.</p> <p>Office conduct referrals (OCRs) in classes in which there is a higher level of student engagement are decreasing.</p> <p>Opportunities for student success and gaining credits are expanding. The faculty is expressing a high level of efficacy that the students can learn.</p>	
Total		6		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
3 - Effective Instruction	1	3	<p>â The transition to student-centered learning and student ownership of the learning has begun. It is evident in many classes. This is the result of much hard work and new initiatives such as Springboard (ELA) and Carnegie (math) in the building.</p>	<p>â Consider introducing strategies such as the 5Es (engage, explore, explain, elaborate, evaluation) method of planning to science and social studies teachers to improve student-centered instruction.</p> <p>â The cognitive load of learning should continue to be shifted away from teacher-centered classes to more focus on the students.</p> <p>â Continue efforts to have the daily instruction be aligned to the curriculum standards.</p> <p>â Support teachers in the development of scaffolding to shift the mindset of how students learn.</p> <p>â Build upon the efforts of teaching with a focused and coherent understanding of the big ideas or overarching concepts to help with skill mastery.</p> <p>â The Road to Success data from the spring walkthroughs as compared to the fall data showed growth in the areas of student engagement, expectations of students, and in rigor and standards.</p>
	2	2		
	3	2		
	4	2		
	5	2		
	6	2		
Total		13		
4 - Curriculum, Assessment and Intervention System	1	2	<p>â The shift to standards-based instruction is beginning to take root at Daylight Twilight. There is focused discussion between the school leadership and other stakeholders to generate student assessments that are connected to the learning and are reflected in the SIP.</p> <p>â Interventions at the school are expanding with more students participating and reaching success.</p> <p>â Interventions for the students are specific and based on data.</p>	<p>â Continue to use ACCESS for ELLs when determining interventions for the students along with other data.</p> <p>â Continue to tier interventions based on specific student data within the classes prior to being referred to I&RS.</p> <p>â Create and apply student benchmarking that aligns with the skills being learned in the school through conversations with all stakeholders.</p> <p>â Continue to collect quantitative data to inform instruction and build skill mastery.</p>
	2	3		
	3	2		
	4	3		
	5	2		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
Total		12		
5 - Effective Staffing Practices	1	2	â Most staff members show a willingness to work toward new strategies that affect learning and student thinking in positive ways. PARCC-like problem solving and teacher practices are more congruent with standards-based teaching and learning.	â Onboarding of new staff will help them transition to the beliefs and values of this alternative setting and the appreciation of how teaching and learning may look different at Daylight Twilight.
	2	2		
	3	2		
	4	2		
	5	2		
Total		10		
6 - Enabling the Effective Use of Data	1	2	â Data points are discussed in meetings and used to build appropriate school-based interventions. The development of data use in guiding student improvement is evident at Daylight Twilight.	â Further utilize the observation/feedback cycle to identify school PD needs and instructional coaching and support needed for staff members. â Continue and communicate the understanding that data informed instruction is a daily exercise.
	2	2		
	3	2		
Total		6		
7 - Effective Use of Time	1	3	â A modified trimester schedule is in place at the school. This maximizes the opportunities for the students to gain credits. It gives the school more flexibility to address transportation issues for some students and affords the students multiple pathways toward graduation.	â Continue maximizing PLCs time that facilitates effective teacher learning. Use specific goals that are in line with the schoolâs expressed vision. â Consult models for this purpose.
	2	2		
	3	3		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
Total		8		
8 - Family and Community Engagement	1	1	⚠️ Community engagement is increasing. There is evidence that community resources are being used to intervene with community base interpersonal issues among the students. Motivational speakers and events to help create excitement for learning are nurtured by the staff and leadership.	⚠️ Celebrating the successes and the positive evolution of Daylight Twilight with the parents will help them be a productive partner in educating the students. Invite them to have a voice in school decisions. This will complement the meaningful and effective community partnerships in place.
	2	2		

Turnaround Principle Indicator Description

- 1.1 The principal uses data to establish a coherent vision that is understood and supported by the entire school community.
- 1.2 The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
- 1.3 The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
- 1.4 The principal communicates high expectations to staff, students and families, and supports students to achieve them.
- 1.5 The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
- 1.6 The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
- 1.7 The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
- 1.8 The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
- 1.9 The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
- 1.10 The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.
- 2.1 The school community supports a safe, orderly and equitable learning environment.
- 2.2 The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
- 2.3 High expectations* are communicated to staff, students and families; students are supported to achieve them. *Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families
- 3.1 Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
- 3.2 Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
- 3.3 Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- 3.4 Teachers demonstrate necessary content knowledge.
- 3.5 Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
- 3.6 Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.
- 4.1 The district or school curriculum is aligned with the Common Core State Standards (CCSS).
- 4.2 Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the taught curriculum.
- 4.3 The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
- 4.4 Instructional materials and resources are aligned to the standards-based curriculum documents.
- 4.5 An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.
- 5.1 Hiring timelines and processes allow the school to competitively recruit effective teachers.
- 5.2 School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes
- 5.3 Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
- 5.4 Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.
- 5.5 Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.
- 6.1 Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
- 6.2 Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
- 6.3 A specific schedule and process for the analysis of on-going formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.
- 7.1 The master schedule is clearly designed and structured to meet the needs of all students.
- 7.2 The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.

Turnaround Principle Indicator Description

- 7.3 The master schedule is clearly structured and designed to meet the professional development needs of staff.
- 8.1 Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students progress in order to increase student learning for all students.
- 8.2 Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Rating Description

- 0 None Selected
- 1 Underdeveloped
- 2 Developing
- 3 Proficient
- 4 Well Developed

Data Analysis

PRIOR YEAR INTERVENTIONS				
Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
After School Tutoring	Math	Yes	100% of students who took advantage of after school tutoring completed their math class in 90 days or less. 100% of student who took advantage of after school tutoring for ELA completed classes within 120 days or less.	After school tutoring assisted students who may have lost credit due to excessive absences. This program assisted in (1) credit recovery for math classes (2) tutoring for students who had difficulty with math and ELA. Attendance will continue to increase with 2nd year of full Carnegie implementation and first full year of Springboard implementation
Mentors Program	Senior Graduation Cohort (75 or more credits)	Yes	Potential Graduates from 2016 senior cohort (70%)	After school tutoring assisted students who may have lost credit due to excessive absences. This program assisted in (1) credit recovery for math classes (2) tutoring for students who had difficulty with math and ELA. Attendance will continue to increase with 2nd year of full Carnegie implementation and first full year of Springboard implements and reduces tardy rates.
Common Planning	Math / ELA	Yes	Common Planning for Math / ELA has helped to significantly increase school rating from "Road To Success" (10/2015) to "QSR" (04/2016).	1) Common Planning Meeting Agendas and Minutes 2) Implementation of New Testing Strategies

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
Credit Recovery	All Students	Yes	Increases graduation rate and supplements accumulation of credits towards graduation.	Credit Recovery Sign In Sheets

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
PARCC Baseline Performance	The PARCC data for this year is baseline data and not comparable to previous years' State Assessment. Link to website with access to reports	School-wide ELA	18.0%	Algebra I (2015) - Strengths Expressions, Equations, Functions based on Evid. Stmt Analysis (#11, 19,22,26,27,33,42,46,50,52,53,59,60,64,66 better than district average)	Implementation of Carnegie Learning as a pilot in all math classes by April 2015.
		School-wide Math	10.0%		
		School-wide Algebra 1	*	Geometry (2015) - Strengths Similarity Right Triangles, Congruence based on Evid. Stmt Analysis (#1=HS.C.14.3, #7=HS.C.13.2,#21=G-SRT.8, #26=G-GMD.1,#27=G-CO.1, #28=G-SRT.5,#29=G-SRT.2, #30=G-CO.5,#31=G-CO.D, #35=G-SRT.1b)	Algebra I - Areas for Imprvmnt Modeling, Real Numbers, Reasoning in Exprssn & Eq., Interp Fcn, Lin Quad & Exp. based on Evid. Stmt. (#24=HS.D.3-3,#31=HS.D.1-1,#32=HS.C.2.1,#38=N-RN.B-1,#39=A-SSE.3a, #40=A-SSE.3c-1,#45=A-REI.6-1,#48=F-LE.2-2, #54=F-IF.4-1,#56=F-IF.7a-1,#61=HS-Int.3-2)
		School-wide Algebra 2	*		
		School-wide Geometry	*		
		Algebra II (2015) - Strengths Expressions, Functions, Probability, Complex Numbers. Above District, State, PARCC Avg based on Evid. Stmt. Analysis (#12=A-SSE.4-2,#22=S-CP.Int.1, #24=S-ID.4,#31=N-CN.7,#36=A-SSE.3c-2,#37=A.Int.1,#53=F-BF.2,#56=F-IF.4-2)	Geometry - Areas for Imprvmnt Similarity Right Triangles & Trig, Geometric Msmrmt based on Evid. Stmt. ((#8=G-GPE.1-1, #19=G-SRT.7-2,#24=G-SRT.6, #25=G-SRT.1a,#33=G-GMD.4)		
ELA 9 (2015) - Strengths Lit. in Science & Tech and Lit. in History / Soc. Std based on Evid Stmt Analysis (#3=RST9.1.1, #30=RH9.6.5,#31=RH9.9.2)	Algebra II - Areas for				

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
			<p>ELA10 (2015) - Strengths Reading Info. Txt and Lit. in Science & Tech. baed on Evid. Stmt. Analysis (#1=RI10.8.3, #3=RH10.4.2,#30=RST10.2.5, #31=RST10.2.3,#37=RST10.4.3,#38=RST10.5.2,#40=RI10.2.1)</p> <p>ELA11 (2015) - Strengths Reading Info. Txt and Lit. in Science & Tech. baed on Evid. Stmt. Analysis (#2=RH11.3.8,#6=RST11.3.7, #8=RI11.2.3,#9=RI11.3.4, #14=RST11.5.2,#24=RH11.3.9, #25=RST11.1.4,#35=RH11.2.4, #38=RL11.6.1)</p>	<p>Imprvmnt Bldg Fcn,Interp Fcn,Seeing Strctre in Exp,Cmplx Nm, Reasng w/Fcn & Exp, Eq, (#26=A-APR.6,#30=F-IF.6-7,#32=HS-Int.3-3,#33=A-ARI.11-2,#34=S-ID.6a-2, #35=N-CN.1,#39=A-APR.2,#40=S-IC.2,#44=F-BF.1b-1,#45=F-IF.7c,#46=A-SSE.2-3,#47=N-CN.2, #48=A.SSE.2-6,#50=A-REI.2,#54=S-ID.6a-1)</p> <p>ELA (9) - Areas for Imprvmnt all areas excl. Lit. in Sci & Tech, Lit. in Hist / Soc Std based on Evid. Stmt.</p> <p>ELA (10) - Areas for Imprvmnt all areas excl. Lit. in Sci. & Tech, Lit. in Hist / Soc Std based on Evid. Stmt.</p> <p>ELA (11) - Areas for Imprvmnt all areas excl. Lit. in Sci. & Tech, Lit. in Hist / Soc Std based on Evid. Stmt.</p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
					Increase in ELL population of approximately 100% (doubled).
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level	Student Growth in Language Arts		NOT APPLICABLE FOR DAYLIGHT TWILIGHT (Grades 9 - 12)	NOT APPLICABLE FOR DAYLIGHT TWILIGHT (Grades 9 - 12)
		Student Growth in Math			
Benchmark Assessment Participation	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade				

Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data necessary)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5		
Benchmark Assessment (Proficiency) ELA Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	K	0%	0%	0%	0%	0%	Benchmark I ELA (Grade 9) 6% Proficient ELA (Grade 10) 7% Proficient ELA (Grade 11) 9% Proficient ELA (Grade 12) 12% Proficient Benchmark II ELA (Grade 9) 0% Proficient ELA (Grade 10) 39% Proficient ELA (Grade 11) 33% Proficient ELA (Grade 12) 27% Proficient Benchmark IV (not on Edconnect) ELA (Grade 9) NO DATA ELA (Grade 10) NO DATA ELA (Grade 11) NO DATA ELA (Grade 12) NO DATA	Benchmarks - a State-developed or State-approved standardized instrument or process that measures student performance levels on the Core Curriculum Content Standards Participation (Who took the benchmarks) - benchmark assessments were taken by all students enrolled in ELA I (Grade 9), ELA II (Grade 10), ELA III (Grade 11), and ELA IV (Grade 4). Targeted Skills Assessed: BENCHMARK I - see http://www.nj.gov/education/cccs/framework/orks/ela/ BENCHMARK II - see http://www.nj.gov/education/cccs/framework/orks/ela/ BENCHMARK IV - see
		1	0%	0%	0%	0%	0%		
		2	0%	0%	0%	0%	0%		
		3	0%	0%	0%	0%	0%		
		4	0%	0%	0%	0%	0%		
		5	0%	0%	0%	0%	0%		
		6	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	0%	0%	0%	0%		
		10	0%	0%	0%	0%	0%		
		11	11%	29%	0%	0%	0%		
		12	0%	36%	0%	0%	0%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				http://www.nj.gov/education/cccs/framework/els/

Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data necessary)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5		
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	K	0%	0%	0%	0%	0%	Benchmark I Algebra I 3% Proficient Geometry 0% Proficient Algebra II 0% Proficient Benchmark II Algebra I 22% Proficient Geometry 0% Proficient Algebra II 0% Proficient Benchmark IV (not on Edconnect) Algebra I NO DATA Geometry NO DATA Algebra II NO DATA	Benchmarks - a State-developed or State-approved standardized instrument or process that measures student performance levels on the Core Curriculum Content Standards Participation (Who took the benchmarks) - benchmark assessments were taken by all students enrolled in Algebra I (Grade 9), Geometry (Grade 10), Algebra II (Grade 11). Targeted Skills Assessed: ALGEBRA I BENCHMARK I - Modeling with Linear Equations and Inequalities ∩ Reason quantitatively and use units to solve problems ∩ Solve [linear] equations and inequalities
		1	0%	0%	0%	0%	0%		
		2	0%	0%	0%	0%	0%		
		3	0%	0%	0%	0%	0%		
		4	0%	0%	0%	0%	0%		
		5	0%	0%	0%	0%	0%		
		6	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	0%	0%	0%	0%		
		10	0%	0%	0%	0%	0%		
		11	0%	0%	0%	0%	0%		
		12	0%	0%	0%	0%	0%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				<p>in one variable</p> <ul style="list-style-type: none"> ¿ Understand solving equations as a process of reasoning and explain the reasoning ¿ Create equations that describe numbers or relationships ¿ Interpret the structure of expressions ¿ Represent and solve equations graphically ¿ Summarize, represent, and interpret data on quantitative variables. ¿ Interpret linear models <p style="text-align: right;"> N.Q.A.1 N.Q.A.2 N.Q.A.3 A.REI.B.3 A.REI.A.1 A.CED.A.4 A.SSE.A.1 A.CED.A.1 A.REI.A.1 A.CED.A.2 A.REI.D.10 </p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				<p>S.ID.B.6 S.ID.C.7 S.ID.C.8 S.ID.C.9 A.REI.D.11</p> <p>BENCHMARK II - Modeling with Linear Functions, Linear Systems, & Exponential Functions</p> <ul style="list-style-type: none"> ¿ Solve linear systems of equations ¿ Create equations that describe numbers or relationships ¿ Interpret the structure of expressions ¿ Represent and solve equations and inequalities graphically ¿ Construct & compare linear & exponential models ¿ Interpret expressions for functions in terms of the situation ¿ Build a function that models a relationship

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				<p>between two quantities</p> <ul style="list-style-type: none"> ∩ Understand the concept of a function and use function notation ∩ Interpret functions that arise in applications in terms of the context ∩ Analyze functions using different representations <p style="text-align: right;">A.REI.C.6 A.CED.A.3 A.REI.C.5 A.REI.D.12 F.IF.A.1 F.IF.A.2 F.LE.A.1 F.LE.A.2 F.IF.A.3</p> <p>BF.A.1</p> <p style="text-align: right;">A.SSE.A.1 A.SSE.B.3 F.IF.B.4 F.LE.B.5 F.IF.B.5 F.IF.B.6 F.IF.C.9 F.IF.C.7</p> <p style="text-align: right;">F.</p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				<p>BENCHMARK IV - Modeling with Statistics</p> <p>¿¿ Summarize, represent, and interpret data on a single count or measurement variable</p> <p>¿ Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>¿ Interpret functions that arise in applications in terms of the context</p> <p>S.ID.A.1 S.ID.A.2 S.ID.A.3 S.ID.B.5 S.ID.B.6 F.IF.B.4* F.IF.B.5*</p> <p>GEOMETRY - see http://www.state.nj.us/education/cccs/frameworks/math/</p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				<p>ALGEBRA II -see http://www.state.nj.us/education/cccs/frameworks/math/</p> <p>Student passed benchmark I assessment for the first time in Algebra I.</p> <p>Students (4) passed benchmark II assessment for the first time in Algebra II.</p> <p>Scores increasing in all subjects.</p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
ACCESS for ELLs	Student performance of English Language Learners. (Grades K-12) *Identity school level AMAO *Identify patterns by grade level		Proficiency Levels Grade 9 Overall Prof. Lvl 1 (Entering) = 44% Prof. Lvl 2 (Emerging) = 50% Prof. Lvl 3 (Developing) = 3% Prof. Lvl 4 (Expanding) = 3% Prof. Lvl 5 (Bridging)= 0% Prof. Lvl 6 (Reaching) = 0% Grade 10 Overall Prof. Lvl 1 (Entering) = 36% Prof. Lvl 2 (Emerging) = 36% Prof. Lvl 3 (Developing) = 24% Prof. Lvl 4 (Expanding) = 4% Prof. Lvl 5 (Bridging)= 0% Prof. Lvl 6 (Reaching) = 0% Grade 11 Overall Prof. Lvl 1 (Entering) = 23% Prof. Lvl 2 (Emerging) = 46% Prof. Lvl 3 (Developing) = 23% Prof. Lvl 4 (Expanding) = 8% Prof. Lvl 5 (Bridging)= 0% Prof. Lvl 6 (Reaching) = 0% Grade 12 Overall Prof. Lvl 1 (Entering) = 0% Prof. Lvl 2 (Emerging) = 33% Prof. Lvl 3 (Developing) = 50% Prof. Lvl 4 (Expanding) = 17% Prof. Lvl 5 (Bridging)= 0% Prof. Lvl 6 (Reaching) = 0%	

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends

CLIMATE & CULTURE					
Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	366		The number of ELL students have almost doubled over last year. Guidance and Administrative Assistants have reached out to prior dropped students to re-enroll them. Also, we get an influx of students from the other campuses in district.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	73.98%	9th Grade had a 77% average. 10th Grade had a 73% average 11th Grade had a 73% average 12th Grade had a 74% average. All as of 5/18/16	Once we began identifying students with high absences, we were able to intervene and offer them different class schedules that fit their situation better or offer them Credit/Seat Time recovery as well as offering praise and physical recognition for their good attendance, such as certificates/ pizza parties, etc. Our students are faced with different challenges that results in poor attendance, such as transportation, child care and providing financial support for themselves and family. We also have students that are coming from other schools in district with a history of poor attendance and with infrequent parental support. Every semester we are welcoming students with these issues and beginning process of identification every 60 day cycle.
		Subgroup 1 YTD Student Attendance	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	30.31%		Once we began identifying students with high absences, we were able to intervene and offer them different class schedules that fit their situation better or offer them Credit/Seat Time recovery as well as offering praise and physical recognition for their good attendance, such as certificates/ pizza parties, etc. Our students are faced with different challenges that results in poor attendance, such as transportation, child care and providing financial support for themselves and family. We also have students that are coming from other schools in district with a history of poor attendance and with infrequent parental support. Every semester we are welcoming students with these issues and beginning process of identification every 60 day cycle.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	94.33%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidences *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	9th Graders- 53% of students were suspended at least one day and missed 2% of instructional time.	The number of suspensions and referrals has risen since the beginning of the Calendar Year. The observation is that we had a change in building leadership that affected the roles of everyone in Administration. Many of the referrals that we receive are violations of school policies and procedures. Again, we have a constant influx of new students that have not been consistently been involved in a structured school setting with no transition period available. We are currently enrolled in PBSIS for the upcoming year and along with Administration going forward, we are excited to begin this program that we believe will have a positive effect in future discipline issues.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%	10th Graders - 53% of students were suspended at least one day and missed 1% of instructional time.	
		Student Suspension YTD Average - In School for Subgroup 2	0.00%	11th Graders - 54% of students were suspended at least one day and missed 1.5% of instructional time.	
		Student Suspension YTD Average - Out of School	10.31%	12th Graders - 44% of students were suspended at least one day and missed less than 1% of instructional time.	
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%	First 4 months of school year there were 177 suspensions. Next 4 months, there were 242 suspensions. An increase of 37%.	
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data necessary)	Observations / Trends
		Domain	ES	MSHS	Parents	Staff		
NJSCS Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions' of students *Identify perceptions' of family	Participation Rate	0%	71%	22%	105%		The hardest portion of this survey is parental participation. We have students with a history of poor parental involvement. Also, a majority of the students, staff and parents have expressed displeasure in the length of survey. If it was shorter, it would keep their attention an results would paint a truer picture.
		Physical Environment	0	53.2	70.4	58.9		
		Teaching and Learning	0	63.2	69.8	57.2		
		Morale in School Comm.	0	54.2	65.2	56		
		Student Relationships	0	53.6	71	64.9		
		Parental Support	0	71.8	71.3	47.8		
		Safety	0	61.5	60.8	64.3		
		Emotional Environment	0	56.7		58.7		
		Administrative Support				58.8		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data necessary)	Observations / Trends
		Domain	ES	MS	Parents	Staff		
PBSIS Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions' of students *Identify perceptions' of family	Admin Leadership	0%	0%	0%	0%		
		Climate and Culture	0	0	0	0		
		Effective Instruction	0	0	0	0		
		Curriculum, Instruction and Intervention	0	0	0	0		
		Effective Staffing Practices	0	0	0	0		
		Professional Development	0	0	0	0		
		Parent and Community Engagement	0	0	0	0		

COLLEGE & CAREER READY				
Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	2015 Adjusted Cohort Grad Rate	29.1%		Interventions for students at risk? Overall Support in form of: Ensuring students understand requirements for graduation; close/continuous monitoring; Effective scheduling; Parental engagement; Assigned Mentors; after school tutoring; wrap around services to engage students in post-secondary activities/community including but not limited to visits from college admissions representatives, FAFSA support, Careers assessments, Career workshops (by field-law enforcement, health) Under credited: Ability to remediate credits by enrolling in Day and Evening courses; On line courses; development/implementation of Option II; credit recovery; summer school; August graduation
		2014 Adjusted Cohort Grad Rate	14.29%		
		2013 Adjusted Cohort Grad Rate	21.31%		
		2012 Adjusted Grad Cohort Rate	7.69%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				<p>Attendance: seat time recovery; modified scheduling; evening classes; assistance with transportation applications; parental meetings to determine root causes for absences/tardiness; robo calls to parents; truancy officer</p> <p>Frequent suspensions: in school counseling; referrals to community and mental health support; modified scheduling; in school intervention programs (Project Pride); small group counseling</p> <p>Trends:</p> <p>We recognize that our student population enrolls already being labeled "at risk" due to being under credited, chronically absent, or behavioral concerns. With additional academic and socio-emotional support we</p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				<p>project a steady raise of the graduation rate, increased daily attendance, and a decrease in suspensions.</p> <p>We have the ability to achieve a 33-34% projected graduation rate for the four year cohort. With the change in leadership mid-year resulting in a delay of further implementation of Option II, extended length of time required to complete new online courses and late initiation of matching potential graduates with mentors, achieving an increased graduation rate for 2016 will be a challenge. For 2016-2017 we should aim for a graduation rate of 37-40% by adhering to aforementioned interventions all school year.</p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT	2014 - 2015	% of Students		<p>College Readiness Tests</p> <p>We had no students take PSAT and one student take ACT during 14-15 school year.</p> <p>It is BENEFICIAL FOR DAYLIGHT to be able to offer PSAT to all 10/11th grade students during the school day. This is done at West and TCHS. Especially now that students may be exempt from PARCC based on their scores in college readiness, we should offer as many opportunities as possible. Last year approximately 15% of students took the SAT. This year approximately 20% of students took the SAT. More students register for the tests but often do not report for testing due to transportation issues.</p> <p>There were no students enrolled in Daylight that earned an SAT of 1550 or</p>
		Participating in SAT	7.3		
		Participating in ACT	0		
		Participating in PSAT or PLAN	0.4		
		# of Students scoring above 1550	0		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
					better for either 2014-2015 or 2015-2016.
Algebra	2014 - 15 data provided. Please provide 2015 - 16 data if possible.	# of 8th grade students enrolled in Algebra 1		NOT APPLICABLE FOR DAYLIGHT TWILIGHT (Grades 9 - 12)	(NOT APPLICABLE FOR DAYLIGHT TWILIGHT (Grades 9 - 12) FISHER)
		% of students with a C or better		0%	
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data		Your Data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the 2014 - 2015 school year *Identify instructional trends *Identify professional development needs	% of teachers on CAP YTD	2.86%	1 teacher on CAP upon arrival to Daylight Twilight in 2015 2016 school year.	1) Teacher transferred to Daylight Twilight 2015 2016 school year. 2) Teacher received coaching from Daylight Twilight STEM leader throughout the school year. 3) Teacher is no longer on CAP.

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Increase in ELL Students (Teacher Impact)	Teachers inadequately prepared to provide instruction to students entering Daylight Twilight from other countries significantly lacking prerequisite skills in Language Arts and mathematics.	1) Pre-test (Algebra I Lab) 2)ACCESS Scores 3) Student fear, frustration and lack of engagement in classes.	Teachers were inadequately prepared (strategies, resources) for students who
Increase in ELL Students (Student Impact)	Students entering Daylight Twilight from different countries lacking basic skills in Language Arts and mathematics.	1) Pre-test (Algebra I Lab) 2)ACCESS Scores	Students entered school lacking foundational skills in ELA and
Decrease in Special Education Teachers	Lost 2 inclusion teachers.	Lost 2 inclusion teachers	Students continue to receive support, but Special Education inclusion
			null

Root Cause Analysis

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
ELA & Literacy (TP3, TP4) (Includes Social Studies & Science)	1. Students lack of foundational skills related to reading and writing associated with PARCC and Common Core. 2. Students inability to read or write on grade level based on gaps in education.	1. Students enter Daylight Twilight High School lack the prerequisite skills necessary to be successful in English Language Arts courses. 2. Students entering Daylight Twilight may have learning gaps due to absences, tardies, and other life challenges (i.e. drop out and return to school). 3. Students entering Daylight Twilight may have language barriers that impede their ability to progress through the Springboard Curriculum given its heavy emphasis on grade level text and student centered learning.	1. Students 2. Students 3. ELL Students	1 Use PLC periods 1-2 times bi-weekly to engage teachers in planning and adjusting instruction by breaking down standards, designing learning, and looking at student work (CAR framework).	4 - Curriculum, Assessment and Intervention System
				2 Individualized coaching on implementing the Springboard curriculum that includes co-teaching, co-planning, modeling, etc.	3 - Effective Instruction
				3 Increase students literacy skill development by training, implementing, and monitoring teacher practice in close reading and writing in response to text strategies in Social Studies classrooms.	6 - Enabling the Effective Use of Data

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Math (TP3, TP4)	1. Some students have difficulty moving through the Carnegie Curriculum in 90 days or less. 2. Some students need to increase their Carnegie skills mastery to support true mastery of the subject matter content.	1. Students enter Daylight Twilight High School lacking the prerequisite skills to be successful in Algebra I, II, and Geometry. 2. Students entering Daylight Twilight may have learning gaps due to absences, tardiness, and other life challenges (i.e. drop out and return to school). 3. Students entering Daylight Twilight may have language barriers that impede their ability to progress through the Carnegie Curriculum given its heavy emphasis on word problems written in English. 4. Students with disabilities may have a problem with Carnegie because the problems cannot be modified to compensate for certain learning barriers.	1. Students 2. Students 3. ELL Students 4. SPED Students	1 Create common language for teachers to use around the foundational ideas of mathematics to be used across all grades in small groups for students based on their individual progress in order to increase their progress and their ability to support each other in their individualized work.	3 - Effective Instruction
				2 Implement / Increase instructional supports and strategies (ie. Professional Development, Coaching) to address our increasing ELL population.	5 - Effective Staffing Practices
				3 Implement / Increase instructional supports and strategies (i.e. Professional Development, Coaching) to address our increasing Special Education population.	5 - Effective Staffing Practices

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Climate & Culture (TP2)	Current school academic culture and climate does not consistently support an environment of high academic achievement	1. Daylight Twilight is not properly "branded", therefore the school mission is not supported by all stakeholders. 2. Daylight Twilight suffers from excessive student absenteeism that exacerbates learning gaps and negatively impacts student success. 3. Daylight Twilight suffers from excessive student tardiness that disrupts daily instruction and negatively impacts the classroom / school environment." 4. Daylight Twilight lacks sufficient busing making it difficult for students to attend or causing students to arrive late. 5. Daylight Twilight is not centrally located forcing students to catch multiple buses or obtain alternate transportation to attend school (This is temporary. It is due to student relocation caused by construction of new Trenton Central High School)	1. All stakeholders 2. Students 3. Students 4. Students requiring transportation (South Ward, East Ward) 5. Students requiring transportation (South Ward, East Ward)	1 Establish a welcoming school environment that is well-branded.	2 - School Climate and Culture
				2 Plan school initiatives that facilitate buy-in from all stakeholders.	2 - School Climate and Culture
				3 Create a sense of belonging and raise student self-esteem.	2 - School Climate and Culture

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
No Entry	Graduation rate tends to lag behind schools in similar socioeconomic status.	1. The school culture has bred a mindset of apathy toward tardiness and attendance. 2. Students are not aware of the impact tardiness and attendance has on their academic achievement. 3. There is a lack of consistency in following up with students who have disconnected phone numbers 4. There is a lack of consist review of attendance data with all school stakeholders 5. Daylight Twilight lacks sufficient busing making it difficult for students to attend or causing students to arrive late. 6. Daylight Twilight is not centrally located forcing students to catch multiple buses or obtain alternate transportation to attend school (This is temporary. It is due to student relocation caused by construction of new Trenton Central High School)	1. Students and Staff 2. Students and Parents 3. Staff 4. Staff 5. Students requiring transportation (South Ward, East Ward) 6. Students requiring transportation (South Ward, East Ward)	1	Form a graduation committee.	8 - Family and Community Engagement
				2	Create awareness of each student's graduation needs and intervene at the class level.	7 - Effective Use of Time
				3	Maximize usage of the Mentoring Program	1 - School Leadership

SMART Goal 1

Daylight Twilight will implement the Springboard Curriculum with fidelity which will result in an average of 8% of growth between the Pre-Assessment Average Percent Correct and End of Course Assessment Average Percent Correct*.

Performance Challenge: 1. Students lack of foundational skills related to reading and writing associated with PARCC and Common Core.
2. Students inability to read or write on grade level based on gaps in education.

Strategy 1: Use PLC periods 1-2 times bi-weekly to engage teachers in planning and adjusting instruction by breaking down standards, designing learning, and looking at student work (CAR framework).

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: Individualized coaching on implementing the Springboard curriculum that includes co-teaching, co-planning, modeling, etc.

Turnaround Principle: 3 - Effective Instruction

Strategy 3: Increase students literacy skill development by training, implementing, and monitoring teacher practice in close reading and writing in response to text strategies in Social Studies classrooms.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Target Population:

1. Students
2. Students
3. ELL Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By October 2016, 100% of ELA teachers will have utilized the district data protocol outlined in the Instructional Framework 2.0 to analyze mid-course assessment and develop and action plan to remediate instruction.	EUA's, diagnostic assessments, e-portfolios
EOC 2	By January 2017, Trimester 1 students will have demonstrated 7% of growth between trimester 1 pre-assessment and trimester 1 end of course assessment.	EUA's, diagnostic assessments, e-portfolios
EOC 3	By March 2017, Trimester 2 students will have demonstrated 9% of growth between trimester 2 pre-assessment and trimester 2 end of course assessment.	EUA's, diagnostic assessments, e-portfolios
EOC 4	Daylight Twilight will implement the Springboard Curriculum with fidelity which will result in an average of 8% of growth between the Pre-Assessment Average Percent Correct and End of Course Assessment Average Percent Correct*.	EUA's, diagnostic assessments, e-portfolios

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Organize technology and classroom configurations so that all students have access to individualized instructional software.	3 - School Climate and Culture	9/6/16	9/30/16	Literacy Leader; School Administration
2	1	Individualized coaching on implementing the Springboard curriculum that includes co-teaching, co-planning, modeling, etc.	4 - Effective Instruction	9/6/16	6/23/17	Literacy Leader; School Administration
3	1	Set up portfolios that include student work, graduation CRTs for ELA teachers.	6 - Effective Staffing Practices	9/6/16	5/31/17	Literacy Leader; School Administration

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	2	PD will be centered on close reading and writing strategies (ELA and content area teachers), incorporating and tailoring curriculum to student needs, and aligning portfolios to the Common Core and PARCC.	4 - Effective Instruction	9/6/16	6/23/17	Literacy Leader; School Administration
5	2	PD will focus on pacing guides that address complex reading materials, building academic language, and improving student writing.	3 - School Climate and Culture	9/6/16	5/31/17	Literacy Leader; School Administration, Teachers
6	2	Use PLC periods 1-2 times bi-weekly to engage teachers in planning and adjusting instruction by breaking down standards, designing learning, and looking at student work	4 - Effective Instruction	9/6/16	6/23/17	Literacy Leader; School Administration, Teachers
7	2	Weekly PLCs and Professional Developments will last no more than 45 minutes to maximize effectiveness. 1) effective use of time for process improvement strategies and concepts 2) minimize impact on teacher time 3) ensure topics are clear and communicated timely	7 - Enabling the Effective Use of Data	9/6/16	6/23/17	Literacy Leader; School Administration, Teachers
8	2	Co-planning with the literacy leader will be used to analyze data from benchmarks and the electronic evaluation system to determine what strategies are needed to improve student achievement and to identify at-risk students as well as problem areas (gaps) in learning.	6 - Effective Staffing Practices	9/6/16	5/31/17	Literacy Leader; School Administration, Teachers
9	3	Increase students' literacy skill development by training, implementing, and monitoring teacher practice in close reading and writing in response to text strategies in Social Studies classrooms.	3 - School Climate and Culture	9/6/16	6/23/17	Literacy Leader; School Administration, Teachers
10	3	Final evaluations of portfolios, writing and benchmark assessments	4 - Effective Instruction	3/14/17	6/23/17	Literacy Leader; School Administration, Teachers

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Tutoring (Cost = \$5670 = 3 teachers x 15 weeks x 3 days per week x 1 hour per day x \$42 per hour)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,670	Federal Title I (School Allocation)
2	Springboard Curriculum (Cost = \$11180.40 = 4 teachers x 2 classes per trimester per teacher x 3 trimesters per year x 22 students per class x \$19.25 per license) + \$1016.40 shipping	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$11,180	State/Local
4	ELL Support Instructional Materials (Materials to assist with ELL instruction including books, ELL posters, etc.)	INSTRUCTION - Supplies & Materials / 100-600	\$2,500	State/Local
5	ELA Leader	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$94,015	Federal Title I (School Allocation)
145	Training / PD for Teachers (Title II)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,000	State/Local
5	ELA Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000	Federal Title I (School Allocation)

SMART Goal 2

By the end of the 2016 / 2017 school year, 70% of students will show growth in skills mastery based on the following categories...

- 1) 60 Day or Less Completers = 8% increase in Skills Mastery
- 2) 61 to 90 Day Completers = 8% increase in Skills Mastery
- 3) 91 to 120 Day Completers = 8% increase in Skills Mastery

Performance Challenge: 1. Some students have difficulty moving through the Carnegie Curriculum in 90 days or less.
2. Some students need to increase their Carnegie skills mastery to support true mastery of the subject matter content.

Strategy 1: Create common language for teachers to use around the foundational ideas of mathematics to be used across all grades in small groups for students based on their individual progress in order to increase their progress and their ability to support each other in their individualized work.

Turnaround Principle: 3 - Effective Instruction

Strategy 2: Implement / Increase instructional supports and strategies (ie. Professional Development, Coaching) to address our increasing ELL population.

Turnaround Principle: 5 - Effective Staffing Practices

Strategy 3: Implement / Increase instructional supports and strategies (i.e. Professional Development, Coaching) to address our increasing Special Education population.

Turnaround Principle: 5 - Effective Staffing Practices

Target Population:

1. Students
2. Students
3. ELL Students
4. SPED Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of Cycle 1, 50% of 60 Day Completers will show a 8% increase in skills mastery for Algebra I, Geometry, and Algebra II (EOC1 = 12/2016 - 60 days)	1) Skills Mastery (Carnegie) 2) PreTest (Carnegie) 3) # of Days Required To complete course
EOC 2	By the end of Cycle 2; 1) 60% of 60 Day Completers will show a 8% increase in skills mastery for Algebra I, Geometry, and Algebra II (EOC1 = 12/2016) 2) 60% of 90 Day Completers will show a 8% increase in skills mastery for Algebra I, Geometry, and Algebra II (EOC2 = 03/2017) 3) 60% of 120 Day Completers will show a 8% increase in skills mastery for Algebra I, Geometry, and Algebra II (EOC3 = 03/2017 - 120 days)	1) Skills Mastery (Carnegie) 2) PreTest (Carnegie) 3) # of Days Required To complete course
EOC 3	By the end of Cycle 3; 1) 70% of 60 Day Completers will show a 8% increase in skills mastery for Algebra I, Geometry, and Algebra II (EOC1 = 12/2016) 2) 70% of 90 Day Completers will show a 8% increase in skills mastery for Algebra I, Geometry, and Algebra II (EOC2 = 03/2017) 3) 70% of 120 Day Completers will show a 8% increase in skills mastery for Algebra I, Geometry, and Algebra II (EOC3 = 06/2017)	1) Skills Mastery (Carnegie) 2) PreTest (Carnegie) 3) # of Days Required To complete course
EOC 4	By the end of the 2016 / 2017 school year, 70% of students will show growth in skills mastery based on the following categories... 1) 60 Day or Less Completers = 8% increase in Skills Mastery 2) 61 to 90 Day Completers = 8% increase in Skills Mastery 3) 91 to 120 Day Completers = 8% increase in Skills Mastery	1) Skills Mastery (Carnegie) 2) PreTest (Carnegie) 3) # of Days Required To complete course

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Organize technology and classroom configurations so that all students have access to individualized instructional software.	3 - School Climate and Culture	9/6/16	10/14/16	Math Leader; school administration
2	2	Create schedules that maximize students receiving year long individualized instruction across trimesters with a minimum of 120 days per class.	3 - School Climate and Culture	6/17/16	12/16/16	Math Leader, School Administration, Guidance Counselor
3	2	Refine curricular guidelines for each course using 2015 / 2016 data as a baseline	4 - Effective Instruction	9/6/16	10/14/16	Math Leader, School Administration, Teachers
4	3	PD will be centered on common language of foundational mathematical ideas	4 - Effective Instruction	9/6/16	6/23/17	Math Leader, School Administration, RAC
5	3	PD on creating instruction, using common language, supporting a growing ELL student population.	4 - Effective Instruction	9/6/16	6/23/17	Math Leader, School Administration, RAC
6	1	PD on creating instruction, using common language, supporting a growing Special Education student population.	4 - Effective Instruction	9/6/16	6/23/17	Math Leader, School Administration, RAC
7	3	One weekly PLC will focus on sharing mathematical ideas where students struggle. The goal is to create small group instruction that supports strategies to improve foundational mathematics across courses.	6 - Effective Staffing Practices	9/6/16	6/23/17	Math Leader, School Administration, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
8	1	Co-planning with math leader will be used to analyze data from the software in order to create small group instruction that incorporates the common language.	3 - School Climate and Culture	9/6/16	6/23/17	Math Leader, School Administration
9	2	Host regular meetings with RAC support specialist for ELL and District support specialist for ELL supporting improved instruction for ELL population	3 - School Climate and Culture	9/6/16	6/23/17	Math Leader, School Administration
10	3	Host regular meetings with RAC support specialist for Special Education and District support specialist for Special Education supporting improved instruction for special ed population	3 - School Climate and Culture	9/6/16	6/23/17	Math Leader, School Administration
11	3	Final evaluations of portfolios, writing and benchmark assessments	4 - Effective Instruction	3/14/17	6/23/17	

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
46	Tutorials (Math = \$5670 = 3 teachers x 15 weeks x 3 days per week x 1 hour per day x \$42 per hour)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,670	Federal Title I (School Allocation)
145	Training / PD for Teachers (Title II)	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$2,000	State/Local
5	ELL Support Instructional Materials (Materials to assist with ELL instruction including books, classroom posters, etc)	INSTRUCTION - Supplies & Materials / 100-600	\$2,500	Federal Title I (School Allocation)
1	Carnegie Licenses (Carnegie License Total = \$5998 = 4 teachers x 2 classes x 25 students per class x \$29.99 per license)	INSTRUCTION - Supplies & Materials / 100-600	\$5,998	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
123456789	Math Leader	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$66,890	Federal Title I (School Allocation)
123456789	Math Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$19,327	Federal Title I (School Allocation)

SMART Goal 3

The student to school connection will become stronger as measured through improvement of chronic absenteeism by 5%, overall attendance rate by 5%, and office conduct referrals by 5% as compared to last years rate.

Performance Challenge: Current school academic culture and climate does not consistently support an environment of high academic achievement

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

Turnaround Principle: 2 - School Climate and Culture

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

Turnaround Principle: 2 - School Climate and Culture

Strategy 3: Create a sense of belonging and raise student self-esteem.

Turnaround Principle: 2 - School Climate and Culture

Target Population:

1. All stakeholders
2. Students
3. Students
4. Students requiring transportation (South Ward, East Ward)
5. Students requiring transportation (South Ward, East Ward)

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of EOC 1, 2016, as compared to the same ending time (December) in 2015, our school will demonstrate progress toward our main goal, as measured by improvement in at least two of the following indicators: Chronic Absenteeism _____ by 2% Student Attendance Rate _____ by 2% Office Conduct Referrals _____ by 2%	Attendance data, Coaching logs, walkthrough tools, meeting agendas with sign in sheets, current school climate data tracker.
EOC 2	By the end of EOC 2, 2017, as compared to the ending same time in (March) 2016, our school will demonstrate progress toward our main goal, as measured by improvement in at least two of the following indicators: Chronic Absenteeism _____ by 3% Student Attendance Rate _____ by 3% Office Conduct Referrals _____ by 3%	Attendance data, Coaching logs, walkthrough tools, meeting agendas with sign in sheets, current school climate data tracker.
EOC 3	By the end of EOC 3, 2017, as compared to the same ending time in (June) 2016, our school will demonstrate progress toward our main goal, as measured by improvement in at least two of the following indicators: Chronic Absenteeism _____ by 4% Student Attendance Rate _____ by 4% Office Conduct Referrals _____ by 4%	Attendance data, Coaching logs, walkthrough tools, meeting agendas with sign in sheets, current school climate data tracker.
EOC 4	The student to school connection will become stronger as measured through improvement of chronic absenteeism by 5%, overall attendance rate by 5%, and office conduct referrals by 5% as compared to last years rate.	Attendance data, Coaching logs, walkthrough tools, meeting agendas with sign in sheets, current school climate data tracker.

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	(Branding) Ensure initiatives reflect the beliefs and values of the leadership	2 - School Leadership	9/6/16	6/23/17	Climate and Culture Leader, Principal, Vice principal
2	1	(Branding) Communicate the beliefs and values pervasively, wherever possible	2 - School Leadership	9/6/16	12/16/16	Climate and Culture Leader, Principal, Vice principal
3	1	(Branding) Educate stakeholders to understand why things such as attendance are so important	2 - School Leadership	9/6/16	11/18/16	Climate and Culture Leader, Principal, Vice principal
4	2	(Facilitate Buy-in) Organize orientations and on-boarding of new staff and new students	2 - School Leadership	9/6/16	3/24/17	Climate and Culture Leader, Principal, Vice principal
5	2	(Facilitate Buy-in) Include as many stakeholders' voices in the school's decision-making	2 - School Leadership	9/6/16	6/23/17	Climate and Culture Leader, Principal, Vice principal
6	2	(Facilitate Buy-in) Celebrate desired behaviors and encourage leadership among the students	2 - School Leadership	9/6/16	6/23/17	Climate and Culture Leader, Principal, Vice principal
7	2	(Facilitate Buy-in) Infuse educational components and allow genuine parent input in the processes of parent engagement	2 - School Leadership	9/6/16	6/23/17	Climate and Culture Leader, Principal, Vice principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
8	3	(Belonging and Self-Esteem) Develop student focus groups to allow all students to express themselves	2 - School Leadership	10/4/16	12/6/16	Climate and Culture Leader, Principal, Vice principal
9	3	(Belonging and Self-Esteem) Educate the stakeholders on the benefits of relationship-building and decreasing HIB offenses	2 - School Leadership	9/6/16	6/23/17	Climate and Culture Leader, Principal, Vice principal
10	3	(Belonging and Self-Esteem) Use peer mediation techniques and/or restorative practices for misbehaviors	2 - School Leadership	9/6/16	6/23/17	Climate and Culture Leader, Principal, Vice principal
11	3	(Belonging and Self-Esteem) Establish mentoring programs	2 - School Leadership	9/6/16	10/21/16	Climate and Culture Leader, Principal, Vice principal
12	3	(Belonging and Self-Esteem) Strategies to improve Classroom Management and increase Student Engagement	2 - School Leadership	9/6/16	12/16/16	Climate and Culture Leader, Principal, Vice principal
13	3	(Belonging and Self-Esteem) Strategies to assist students with Behavioral Disorders	2 - School Leadership	9/6/16	6/23/17	Climate and Culture Leader, Principal, Vice principal

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
11	(MENTORS PROGRAM) The Principal will form a committee of teachers who will develop, review, evaluate, track, and update Individual Pupil Plans (IPPs) to monitor student goals and progress toward graduation on a regular basis (Cost = \$50400 = 10 teachers x 5 hours per week per teacher x 24 weeks x \$42 per hour)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$50,400	Federal Title I (School Allocation)
123456789	Climate Culture Leader	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$78,090	Federal Title I (School Allocation)
12356789	Climate and Culture Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000	Federal Title I (School Allocation)
245	Training / PD for Teachers (Title II)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,170	State/Local

SMART Goal 4

Enhance student post-high school success by the raising the graduation rate by 5%, as measured by comparing the 2015 cohort data to the 2016 cohort data.

Performance Challenge: Graduation rate tends to lag behind schools in similar socioeconomic status.

Strategy 1: Form a graduation committee.

Turnaround Principle: 8 - Family and Community Engagement

Strategy 2: Create awareness of each student's graduation needs and intervene at the class level.

Turnaround Principle: 7 - Effective Use of Time

Strategy 3: Maximize usage of the Mentoring Program

Turnaround Principle: 1 - School Leadership

Target Population:

1. Students and Staff
2. Students and Parents
3. Staff
4. Staff
5. Students requiring transportation (South Ward, East Ward)
6. Students requiring transportation (South Ward, East Ward)

Interim Goals

SMART Goal 4

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 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: _Drop-out Rate_____by 2% _Multiple Failure Rate_____by 2% _Attendance Rate_____by 2%	Student Attendance Data, Powerschool, Signed action plans for students who have received up to four unexcused absences, I&RS referral paperwork.
EOC 2	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: _Drop-out Rate_____by 3% _Multiple Failure Rate_____by 3% _Attendance Rate_____by 3%	Student Attendance Data, Powerschool, Signed action plans for students who have received up to four unexcused absences, I&RS referral paperwork.
EOC 3	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: _Drop-out Rate_____by 4% _Multiple Failure Rate_____by 4% _Attendance Rate_____by 4%	Student Attendance Data, Powerschool, Signed action plans for students who have received up to four unexcused absences, I&RS referral paperwork.
EOC 4	Enhance student post-high school success by the raising the graduation rate by 5%, as measured by comparing the 2015 cohort data to the 2016 cohort data.	Student Attendance Data, Powerschool, Signed action plans for students who have received up to four unexcused absences, I&RS referral paperwork.

Action Steps

SMART Goal 4

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	(Graduation Committee) Seek-out staff members who demonstrate the highest level of concern for the students	5 - Curriculum, Assessment and Intervention System	9/6/16	10/28/16	Vice Principal, Guidance Counselor, Climate Culture Leader
2	1	(Graduation Committee) Review data such as multiple failure, attendance, contacts home, credits needed, and assessment scores	1 - --	9/6/16	6/23/17	Vice Principal, Guidance Counselor, Climate Culture Leader, Math Leader, ELA Leader
3	1	(Graduation Committee) Suggest interventions on a school-wide basis and also suggest interventions on the classroom level	1 - --	9/6/16	6/23/17	Vice Principal, Guidance Counselor, Climate Culture Leader, Math Leader, ELA Leader
4	2	(Create Awareness) Send at-risk notifications with requested updates to all teachers	8 - Effective Use of Time	9/6/16	6/23/17	School Administration
5	2	(Create Awareness) Send notifications and hold conferences with parents and the student	8 - Effective Use of Time	9/6/16	6/23/17	School Administration, Teachers
6	2	(Create Awareness) Identify students with transportation needs and assign bus passes during periods of bad weather (late November through early March)	8 - Effective Use of Time	11/15/16	3/17/17	School Administration

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
7	2	(Create Awareness) Establish Parent/Committee Engagement Activities and workshops the continue to build collaborative relationships with parents in support of student success	8 - Effective Use of Time	9/6/16	6/23/17	School Administration, Climate Culture Leader, Guidance Counselor, ELA Leader, Math Leader
8	2	(Create Awareness) Establish a means of identifying students who may not graduate as early as possible and communicate this	7 - Enabling the Effective Use of Data	9/6/16	10/28/16	School Administration, Guidance Counselor, Teachers
9	2	(Create Awareness) Infuse as much meaningful instruction as possible into the classes to maintain the student to school connection	3 - School Climate and Culture	9/6/16	6/23/17	School Administration, ELA Leader, STEM Leader, Teachers
10	3	(Mentoring) Use willing volunteers	1 - --	9/6/16	11/18/16	School Administration, Climate Culture Leader
11	3	(Mentoring) Develop structures for all mentors to follow	2 - School Leadership	9/6/16	11/18/16	School Administration, Climate Culture Leader
12	3	(Mentoring) Schedule Mentor meetings and share best practices	2 - School Leadership	9/6/16	11/18/16	School Administration, Climate Culture Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	3	(Mentoring) Be present and available to address student social emotional needs	2 - School Leadership	9/6/16	6/23/17	School Administration, Climate Culture, Guidance Counselors, ELA Leader, STEM Leader, Teachers

Budget Items

SMART Goal 4

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Parent Engagement Activities (Title II)	SUPPORT SERVICES - Other Purchased Services / 200-500	\$2,000	Federal Title I (Interventions Reserve)
6	<p>Attendance / Tardy Intervention - Student Transportation Support caused by temporary relocation of Daylight Twilight (Due to TCHS Main construction)</p> <p>Temporary Bus passes to provide assistance obtaining transportation to school during cold weather months when attendance / tardy rates are negatively impacted. (Total Cost = Round Trip Bus Cost x Number of Students x Number of Weeks x Number of Days Per Week) (Total Cost = \$4.30 round trip x 100 students x 20 weeks x 5 days per week) (Total Cost = \$43,000)</p>	SUPPORT SERVICES - Travel / 200-580	\$43,000	Federal Title I (School Allocation)

Budget Summary

< NO DATA >

Overview of Total Title 1 Expenditures

< NO DATA >

Confirmation Page

x	The School Improvement Plan addresses all eight turnaround principles.	
x	The results of the Quality School Review, completed in collaboration with the Regional Achievement Center staff, are included on the "QSR Summary" tab.	
x	The School Improvement Plan includes no more than four (4) SMART goals, with a SMART goal developed in each of the following areas:	
x		Literacy
x		Math
x		Climate and Culture
x		
x	All of the SMART goals and the interim goals are outcomes-based.	
x	The Budget Summary includes all planned expenditures, as identified within the 'Resources' section of the SMART goal pages.	
	[For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.	

Completed By: Ronald V. Edwards

Date: 2016-08-12