

Trenton Central High

District: Trenton City

County: Mercer

Region: 4

Classification: Focus

Reason: Lowest Grad Rate

CDS: 215210050

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
Principal	Hope Grant	Yes	Yes	Yes		
Vice Principal	Melissa Wyatt	Yes	Yes	Yes		
SLT Facilitator	Paul Scozzari	Yes	Yes	Yes		
SLT Member	Nancy Lee	Yes	Yes	Yes		
Teacher	Kathy Mulcahey	Yes	Yes	Yes		
SLC Chair	Barry Conboy	Yes	Yes	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
03/17/2016	Quality School Review / Needs Assessment	Yes	No
03/10/2016	Data Review and Analysis	Yes	No
03/04/2016	Data Review and Analysis	Yes	No
05/27/2016	Plan Development	Yes	No

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	3	<p>The leadership at TCHS - Chambers is comprised of a collaborative team that shares a vision of system-wide improvement accountability and observable good teaching practices kept in the forefront. This is framed and promoted by a proactive and caring principal. The vision and passion for educating the students is evident and is articulated in meetings, during visits, and in the behaviors of the students. This is an important aspect of the school functioning. The school population transitioned from a large learning community to smaller campuses. The move to their new permanent home is in the planning stages.</p>	<p>The high expectations of the leadership can be augmented with additional elevation and the academically challenging level of work in each class for every student.</p>
	2	3		
	3	3		
	4	4		
	5	3		
	6	2		
	7	3		
	8	4		
	9	3		
	10	4		
Total		32		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	4	<p>The climate and culture survey results indicate support from staff and parents. Components of climate and culture, as observed by those doing walkthroughs, were positive. The school was in order, there was respect shown and the learning environment was conducive to unobstructed teaching. A trusting environment is a school goal and there is evidence that this reform is occurring. The graduation rate has grown since 2011 by 25.2 %, (54.8% to 80.0%) which is the highest among non-charter high schools. The graduation for Hispanic students is 3 percentage points higher than the rest of the population.</p>	<p>Careful attention should be paid to the "relationship gap" indicated by the data from the climate and culture survey results. The students show perceptions of relationships are lower than the staff and parents. A What, Why, and Action analysis can be done to vet out the reasons students are not scoring their Emotional and Relationship Domains higher in the survey.</p>
	2	3		
	3	3		
Total		10		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
3 - Effective Instruction	1	3	<p>It is clear that the emphasis on good teaching practices, as driven by the Danielson system of teaching and learning, is well-embedded. The document review showed evidence of this topic at staff meetings and in professional development events. Effective practices were observed in the classroom, especially prevalent was a shift in some classes to cooperative learning and peer learning rather than teacher directed lessons. There was evidence in the document review that PD is done on teaching practices such as effective classroom management, which can pose a challenge to teachers.</p> <p>It is clear that the emphasis on good teaching practices, as driven by the Danielson system of teaching and learning, is well-embedded. The document review showed evidence of this topic at staff meetings and in professional development events. Effective practices were observed in the classroom, especially prevalent was a shift in some classes to cooperative learning and peer learning rather than teacher directed lessons. There was evidence in the document review that PD is done on teaching practices such as effective classroom management, which can pose a challenge to teachers.</p>	Use of consistent classroom rules and routines as well as relationship building to enhance the direction of learning could be emphasized. Examples of student work with feedback shown could be more broadly observed. Peer feedback on written work could be used more frequently.
	2	3		
	3	3		
	4	3		
	5	2		
	6	3		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
Total		17		
4 - Curriculum, Assessment and Intervention System	1	3	Student CTE involvement at the school is high. Staff SGOs were carefully catalogued in the principal's office. Technology in the form of laptop computers, Smartboards, and student responders was observed during the walkthroughs and being used by the staff and students to add clarity and meaning to the learning. Using the responders is a very effective manner of diagnosing the level of learning.	Interventions will continue to help identify students who are beginning to disconnect. It was expressed that the structured approach to this will be a continued priority.
	2	3		
	3	3		
	4	4		
	5	3		
Total		16		
5 - Effective Staffing Practices	1	3	Teachers are held to a high standard and appropriate evaluations and documentation supports the process of retaining good teachers and not retaining ineffective teachers.	Staff members who share the beliefs, habits, and daily habits to improve student success should continue to be a priority in the staffing philosophy to complement content knowledge and the proper certification.
	2	4		
	3	3		
	4	3		
	5	3		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
Total		16		
6 - Enabling the Effective Use of Data	1	3	Data binders were reviewed in the Principal's Office. There were academic data binders, attendance records, transfer and drop-out information and teacher information. There was evidence that this information was used in teacher meetings, PLCs, and leadership meetings.	Use of the copious amounts of data in traditional classes, as is currently being done in remedial classes, would add student skill mastery. All teachers should enhance their use of data for every student in the school to identify areas of strength and need for each student.
	2	3		
	3	3		
Total		9		
7 - Effective Use of Time	1	4	The master schedule, the transitions, and the arrivals and dismissals of the students were observed as efficient processes. They are conducive to student learning.	A defined schedule and a specific intervention period can be considered for credit recovery during the school day for those students as being identified as deficient in their credits.
	2	3		
	3	4		
Total		11		
8 - Family and Community Engagement	1	3	Evidence has been presented by the leadership at different meetings throughout the school year that family engagement is growing and actively being facilitated by the staff and leadership.	Family engagement in the school can continue to be a priority to support the success of students.
	2	4		

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
IREADY and Unified Writing Assessment	9th Grade Cohort	Yes	2% increase over 2015-2016 scores	IREADY Report and PowerSchool Gradebook
IREADY and Unified Algebra Assessment	9th Grade Cohort	Yes	2% increase over 2015-2016 scores	IREADY Report and PowerSchool Gradebook
PSI Physics along with Algebra I	9th Grade Cohort	Yes	Compare Algebra I grades to previous years	Powerschool Gradebook
District Level Math Discourse Initiative	9th Grade Cohort	Yes	Subject matter reinforcement	Powerschool Gradebook
Algebra I Lab	9th Grade Cohort	Yes	Subject matter reinforcement	Powerschool Gradebook
Literacy and Language Lab	9th Grade Cohort	Yes	Subject matter reinforcement	PowerSchool Gradebook
Intervention & Referral Service Meetings for At-Risk Students	9-12 Grade Cohorts	Yes	Multiple Measures (grades, attendance, and discipline)	Meeting Minutes
Periodic Attendance Reviews of Graduation Cohort	Graduation Cohort	Yes	Student Attendance Rate	PowerSchool Attendance Records
Online Credit Recovery and Tutoring/Mentoring	10-12 Grade Cohorts	Yes	On-time Graduation	Student Transcript/On-Track Student Cohort Report
After School ELA and Math Tutoring	Graduation Cohort	Yes	On-time Graduation	Student Transcript/On-Track Student Cohort Report

STUDENT ACHIEVEMENT					
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	17.0%		PARCC tests will continue to be a focus for future graduation cohorts.
		School-wide Math	2.0%		
		School-wide Algebra 1	2.1%		
		School-wide Algebra 2	0.0%		
		School-wide Geometry	2.8%		
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			N/A
		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				As a focus school we do not participate in Benchmark Assessment. Students are not arriving in 9th grade prepared in ELA and Algebra functions.

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%	Semester 1 Passing Rate ELA I Gen 66% ELA I Honors 94% ELA II Gen 91% ELA II Incl 100% ELA II Res 68% ELAII Hon 100% ELAIII Gen 92% ELAIII Incl 87% ELAIII Res 83% ELAIV Gen 98% ELAIV Incl 80% ELAIV Res 94% ELAIV Hon 100% Semester 2 Passing Rate ELAI Gen 63% ELAI Incl 76% ELAI Res 56% ELAII Gen 87% ELAII Incl 90% ELAII Res 80% ELAII Hon 100% ELAIII Gen 89% ELAIII Incl 90% ELAIII Res 80% ELAIII Hon 98% ELAIV Gen 94% ELAIV Incl 100% ELAIV Res 91% ELAIV Hon 98%	9th grade students were administered iReady upon entry into 9th grade as a baseline assessment. This data was used to develop interventions and class placement throughout the year. The final iReady assessment was given during Cycle 5. Throughout the year, student achievement data was also collected from classrooms based mid-terms and finals. Monitoring students in grades 10, 11 and 12 was based on passing course rates at the end of course.
		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
		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%	Passing Rates for 2015-16 Algebra I 58% Honors Algebra I 85% Algebra II 74% Honors Algebra II 87% Geometry 77% Honors Geometry 98% AP Calculus 94% Honors Calculus 100% Honors Trig 78%	9th grade students were administered iReady upon entry into 9th grade as a baseline assessment. This data was used to develop interventions and class placement throughout the year. The final iReady assessment was given during Cycle 5. Throughout the year, student achievement data was also collected from classroom based mid-terms and finals. Monitoring students in grades 10, 11 and 12 was based on passing course rates at the mid-term and end of course.
		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%	8%	0%	0%	0%		
		9	0%	30.9%	0%	0%	0%		
		10	0%	8%	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
ACCESS for ELLs	Student performance of English Language Learners. (Grades K-12) *Identity school level AMAO *Identify patterns by grade level			N/A

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	1518	1477 current overall enrollment	
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
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	86.89%	Low Income 86% Non Low Income 87% IEP 81% Non IEP 88% White 87% Black 86% Asian 96% Hispanic 87% Multi Racial 86% Male 87% Female 87%	Attendance remains within 1% point across all SLCs of the TCHS
		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	38.53%		Chronic Absenteeism increased at the end of the year. Observation: we need to look into how Grad AM/PM attendance is recorded.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	95.46%	95.404%	

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%		Professional development on classroom management and teachers working closely with administrators can be credited for lower suspension rate.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	2.45%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		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%	0%	0%	0%	73% of students 76% of staff 4% of parents	Parent engagement remains a challenge. How do we engage parents in a survey beyond sending letters?
		Physical Environment	0	49.2	71	66.4		
		Teaching and Learning	0	56.3	69.4	61		
		Morale in School Comm.	0	65.4	70.1	62		
		Student Relationships	0	49.2	71.4	61.3		
		Parental Support	0	75.9	75.1	54		
		Safety	0	61.2	0	66.2		
		Emotional Environment	0	47.8		57.5		
		Administrative Support				67.8		

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						
		Climate and Culture						
		Effective Instruction						
		Curriculum, Instruction and Intervention						
		Effective Staffing Practices						
		Professional Development						
		Parent and Community Engagement						

COLLEGE & CAREER READY

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	79.66%		Addressing data concerns is helping a great deal. Focusing on supporting seniors in the college applications process has more eyes on juniors and seniors and the right amount of credits for graduation.
		2014 Adjusted Cohort Grad Rate	67.23%		
		2013 Adjusted Cohort Grad Rate	51.36%		
		2012 Adjusted Grad Cohort Rate	59.29%		
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	SAT: 12th grades=41%; 11th graders=42% ACT: 12th graders=7%; 22th graders=4% PSAT=83% of 10th and 11th graders 12 students scored above 1550	Administrative Student Growth Goals for 2015-16 focused on increasing participation rates for students taking the SAT.
		Participating in SAT	62		
		Participating in ACT	9.5		
		Participating in PSAT or PLAN	80.3		
# of Students scoring above 1550	2.6				

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Algebra	2014 - 15 data provided. Please provide 2015 - 16 data if possible.	# of 8th grade students enrolled in Algebra 1		355 Students took the Algebra section 3% of students scored 4 or 5	
		% of students with a C or better			
		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	2.44%	Average Domain 1=3.2 Average Domain 2=3.26 Average Domain 3=3.12 Average Domain 4=3.36	Strengths: Domain 1a Knowledge of Content Domain 1b Knowledge of Students Domain 2 Creating Enviro of Respect and Rapport Domain 2 Establishing Culture for Learning Domain 3a Communicating with Students Domain 3c Engaging Students in Learning Domain 4d Participating in a Professional Community Domain 4f Showing Professionalism

< Other Indicators - NO DATA >

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)	On average incoming 9th grade students are not entering High School with the skill level to read or write on a 9th grade level in order to pass Literature 1 and perform successfully on 9th grade ELA PARCC assessments. Awaiting Final Pass rate for Literature 1.	Students are not reading at grade level. Students did not develop appropriate reading and writing skills in earlier grades.	9th Grade Students	1	Students will be instructed in Close Reading strategies to improve reading comprehension and retention.	4 - Curriculum, Assessment and Intervention System
				2	All incoming Freshmen will receive additional support through a scheduled Literacy and Language Lab.	3 - Effective Instruction
				3	Principal will provide appropriate supports to instructional staff including scheduling of RAC ELA specialist to provide PD.	1 - School Leadership

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Math (TP3, TP4)	Incoming 9th grade students are not entering High School with the mathematical skills to pass Algebra 1 and perform successfully on 9th grade Math PARCC assessments. Awaiting Final Pass rate for Algebra 1.	Many students have deficiencies in basic mathematical operations as well as instructional gaps in mathematical education.	9th Grade Students	1	To maintain PSI Physics curriculum being taught in conjunction with Algebra 1.	3 - Effective Instruction
				2	All incoming Freshmen will receive additional support through a scheduled Math Lab.	4 - Curriculum, Assessment and Intervention System
				3	Principal will provide appropriate supports to instructional staff including scheduling of RAC Math specialist to provide PD.	1 - School Leadership

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Climate & Culture (TP2)	The most recent School Climate and Culture Survey revealed scores below 55% in the Emotional Environment and Relationships domain.	Although the 2015-2016 results of the School Climate and Culture Survey show marked improvement in many areas, improvement still needs to be made in the two key areas of Emotional Environment and Relationships. Root causes could be the fact that students have multiple teachers within a semester and year and may not be able to connect with an adult consistently throughout the year.	All students	1 School Leadership will continue to focus on building relationships between all stakeholders of the TCHS community (teachers, staff, students, and parents) through all available avenues of communication.	1 - School Leadership
				2 Build trust between students and all staff members including leadership, instructional staff, security officers, custodians, and administrative staff.	5 - Effective Staffing Practices
				3 Provide appropriate emotional supports to students who may be in crisis.	4 - Curriculum, Assessment and Intervention System

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Select From List	Trenton Central High School has below state-average graduation rate. However, it is 2 points above the State target rate and the drop-out rate is .5% below the State target drop-out rate.	Chronic absenteeism by some students and the transitory nature of students cause some instability within the cohort.	All students	1	Identify off-track students/at-risk students by increasing vigilance in timely attendance reviews.	6 - Enabling the Effective Use of Data
				2	Conduct periodic attendance reviews on the 2016 Graduation cohort to implement intervention strategies.	8 - Family and Community Engagement
				3	Continue use of proper intervention strategies based on needs of off-track students. Supports to include Advanced Academics for credit recovery, tutoring, mentoring for graduation success.	4 - Curriculum, Assessment and Intervention System

SMART Goal 1

To improve 9th grade ELA PARCC assessment performance in comparison to peer schools in school year 2016-2017, with a 2% increase over the 2015-2016 scores.

Performance Challenge: On average incoming 9th grade students are not entering High School with the skill level to read or write on a 9th grade level in order to pass Literature 1 and perform successfully on 9th grade ELA PARCC assessments. Awaiting Final Pass rate for Literature 1.

Strategy 1: Students will be instructed in Close Reading strategies to improve reading comprehension and retention.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: All incoming Freshmen will receive additional support through a scheduled Literacy and Language Lab.

Turnaround Principle: 3 - Effective Instruction

Strategy 3: Principal will provide appropriate supports to instructional staff including scheduling of RAC ELA specialist to provide PD.

Turnaround Principle: 1 - School Leadership

Target Population: 9th Grade Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
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End of Cycle	Interim Goal	Sources of Evidence
EOC 1	80% of 9th graders will complete the iReady and a unified writing assessment to identify skill deficiencies for reteaching and mastery. Students will be instructed in Close Reading strategies to improve retention and comprehension. By October 15, 80% of 9th graders will have completed this assessment.	Baseline iReady results; Rubric Scoring of Writing Assessment 1
EOC 2	End of cycle review for all identified at-risk first-time Literature 1 students. Provide professional development opportunities for ELA teaching staff to support student learning. By December 15, 75% of at-risk students from Lit I Lab course will be identified by marking period grades.	Academic records (marking period grades--growth is measured by passing grades). Professional Development sessions. Sign-in sheets.
EOC 3	Follow-up meetings with at-risk students and parental contacts to examine data and assess effectiveness of interventions. Review assessment data to make appropriate strategic adjustments to ensure student classroom success. By January 30, 90% of the parents of at risk students will have been contacted.	Academic records (making period grades--growth is measured by passing grades). Parent contact/conference notes and communications.
EOC 4	To improve 9th grade ELA PARCC assessment performance in comparison to peer schools in school year 2016-2017, with a 2% increase over the 2015-2016 scores.	Final iReady results; Rubric Scoring of Writing Assessment 2

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Administration and Scoring of Common Assessment	4 - Effective Instruction	9/12/16	9/14/16	ELA Teachers
2	3	Assess data to determine needs of student population from initial Common Writing Assessment	6 - Effective Staffing Practices	10/3/16	10/21/16	ELA Teachers, Leadership Team
3	2	Teachers will target interventions for improving student writing skills by designing high interest and standard relevant assignments	3 - School Climate and Culture	10/3/16	6/16/17	ELA Teachers
4	3	Ongoing data collection, vetting, and analysis	6 - Effective Staffing Practices	9/12/16	6/16/17	Leadership Team/ELA Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	2	Ongoing parental contact and parent/teacher conferences	8 - Effective Use of Time	9/12/16	4/21/17	Administration/E LA Teachers
6	3	Provide professional development opportunities for ELA teaching staff	7 - Enabling the Effective Use of Data	12/12/16	4/21/17	Administration/E LA teachers

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Staff Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$15,000	Other Federal

SMART Goal 2

To improve 9th grade Math PARCC assessment performance in comparison to peer schools for 2015-2016, with a 2% increase over the 2014-2015 scores.

Performance Challenge: Incoming 9th grade students are not entering High School with the mathematical skills to pass Algebra 1 and perform successfully on 9th grade Math PARCC assessments. Awaiting Final Pass rate for Algebra 1.

Strategy 1: To maintain PSI Physics curriculum being taught in conjunction with Algebra 1.

Turnaround Principle: 3 - Effective Instruction

Strategy 2: All incoming Freshmen will receive additional support through a scheduled Math Lab.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 3: Principal will provide appropriate supports to instructional staff including scheduling of RAC Math specialist to provide PD.

Turnaround Principle: 1 - School Leadership

Target Population: 9th Grade Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
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End of Cycle	Interim Goal	Sources of Evidence
EOC 1	80% of 9th graders will complete the iReady and a unified, initial Algebra assessment to identify skill deficiencies for reteaching and mastery. Students will be instructed in District Level Math Discourse initiative to improve retention and comprehension. By October 15, 80% of 9th graders will have completed this assessment.	iReady results; Scoring of Initial Algebra Assessment
EOC 2	End of cycle review for all identified at-risk first-time Algebra 1 students using grades in Algebra 1 and PSI Physics. Provide professional development opportunities for Math teaching staff to support student learning. By December 15, 75% of at-risk students will be identified using the grading and additional metrics.	Academic records. Professional Development sessions. Sign-in sheets.
EOC 3	Follow-up meetings with at-risk students and parental contacts to examine data and assess effectiveness of interventions. Review assessment data to make appropriate strategic adjustments to ensure student classroom success. By January 30, 90% of the parents of at risk students will have been contacted.	Academic records
EOC 4	To improve 9th grade Math PARCC assessment performance in comparison to peer schools for 2015-2016, with a 2% increase over the 2014-2015 scores.	

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Administration and Scoring of Common Algebra Assessment	4 - Effective Instruction	9/12/16	9/14/16	Math Teachers
2	3	Assess data to determine needs of student population from initial Common Algebra Assessment	6 - Effective Staffing Practices	10/3/16	10/21/16	Math Teachers, Leadership Team
3	2	Teachers will target interventions for improving students performance by identifying mathematical clusters that require practice and attainment (If funds become available, \$15,000 will be used for supplies and materials to support Algebra Based PSI course)	3 - School Climate and Culture	10/3/16	6/16/17	Math Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	3	Ongoing data collection, vetting, and analysis	6 - Effective Staffing Practices	9/12/16	6/16/17	Leadership Team, Math Teachers
5	2	Ongoing parental contact and parent/teacher conferences	8 - Effective Use of Time	9/12/16	4/21/17	Administration/Math Teachers
6	2	Provide professional development opportunities for Math teaching staff	7 - Enabling the Effective Use of Data	12/12/16	4/21/17	Administration/Math Teachers

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Staff Professional Development	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$15,000	Other Federal

SMART Goal 3

By June 2017, TCHS (across 3 campuses) will improve NJ State School Climate results in the domains of Emotional Environment and Relationships in the school's student population by 5% with a participation rate of 80%.

Performance Challenge: The most recent School Climate and Culture Survey revealed scores below 55% in the Emotional Environment and Relationships domain.

Strategy 1: School Leadership will continue to focus on building relationships between all stakeholders of the TCHS community (teachers, staff, students, and parents) through all available avenues of communication.

Turnaround Principle: 1 - School Leadership

Strategy 2: Build trust between students and all staff members including leadership, instructional staff, security officers, custodians, and administrative staff.

Turnaround Principle: 5 - Effective Staffing Practices

Strategy 3: Provide appropriate emotional supports to students who may be in crisis.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Target Population: All students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of October 2016, as compared to the same time in October 2015 our school will have demonstrated progress toward our main goal, as measured by increasing increasing student attendance 3%, decreasing student suspensions 2 %, and decreasing student office conduct referrals by 2 %.	2015-2016 NJ Climate and Culture Survey results; Administrative Walkthroughs; Danielson Domain 4 Evidence
EOC 2	By the end of EOC 2/December 2016, as compared to the data from EOC 1/October 2016, our school will have demonstrated progress toward our main goal, as measured by increasing student attendance 3%, decreasing student suspensions 2%, and decreasing student office conduct referrals by 2%.	2015-2016 NJ Climate and Culture Survey results; Administrative Walkthroughs; Danielson Domain 4 Evidence; Parental Involvement
EOC 3	By the end of EOC 3/February 2017, as compared to the data from EOC 2/ December 2016, our school will have demonstrated progress toward our main goal, as measured by increasing student attendance 3%, decreasing student suspensions 2%, and decreasing student office conduct referrals by 2%.	2015-2016 NJ Climate and Culture Survey results; Danielson Domain 4 Evidence
EOC 4	By June 2017, TCHS (across 3 campuses) will improve NJ State School Climate results in the domains of Emotional Environment and Relationships in the school's student population by 5% with a participation rate of 80%.	

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Administrative Walkthroughs	5 - Curriculum, Assessment and Intervention System	9/14/16	11/14/16	Administrators

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	2	Conduct whole school fall events	2 - School Leadership	9/21/16	11/17/16	Aministrators/Teachers/Coaches/Support Staff
3	2	SLC Positive Behavior Support Activites	2 - School Leadership	9/14/16	6/16/17	Administrators/Teachers/Coaches/Support Staff
4	1	Administer FALL RAC School Climate Survey	2 - School Leadership	10/3/16	10/31/16	Administrators/Teachers
5	3	I&RS meetings for at-risk students and students in crisis	4 - Effective Instruction	10/12/16	6/16/17	I&RS Teams/Administrators
6	2	Conduct whole school spring events	2 - School Leadership	2/15/17	6/16/17	Administrators/Teachers/Coaches/Support Staff

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Student incentives	INSTRUCTION - Other Objects / 100-800	\$25,000	Federal Title I (Interventions Reserve)
3	Culture and Climate Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$87,465	Federal Title I (School Allocation)
3	Climate and Culture Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$7,072	Federal Title I (School Allocation)

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Family Community Events	SUPPORT SERVICES - Other Purchased Services / 200-500	\$7,000	Federal Title I (Interventions Reserve)

SMART Goal 4

Increase the TCHS graduation rate by 2.5% over 2015-2016 school year.

Performance Challenge: Trenton Central High School has below state-average graduation rate. However, it is 2 points above the State target rate and the drop-out rate is .5% below the State target drop-out rate.

Strategy 1: Identify off-track students/at-risk students by increasing vigilance in timely attendance reviews.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Strategy 2: Conduct periodic attendance reviews on the 2016 Graduation cohort to implement intervention strategies.

Turnaround Principle: 8 - Family and Community Engagement

Strategy 3: Continue use of proper intervention strategies based on needs of off-track students. Supports to include Advanced Academics for credit recovery, tutoring, mentoring for graduation success.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Target Population: All students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	TCHS Chronic Absence rate will decrease by 3%.	PowerSchool Attendance records.
EOC 2	TCHS Suspensions will decrease by 5%.	Discipline records.
EOC 3	Reduce the number of students graduating by alternate assessments by 5%.	Guidance records. PowerSchool records. Student Intervention.
EOC 4	Increase the TCHS graduation rate by 2.5% over 2015-2016 school year.	

Action Steps

SMART Goal 4

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Obtain 2017 Graduation Cohort Information (If funds become available, \$1750 will be spent on Data Team to obtain Grad Cohort Info under the category of SUPPORT SERVICES--Personnel Services)	6 - Effective Staffing Practices	9/14/16	9/21/16	Principal
2	1	Analyze Transfer Out Unverified Data (If funds become available, \$1650 will be spent on Data Team to analyze transfer out/unverified data under the category of SUPPORT SERVICES--Personnel Services)	6 - Effective Staffing Practices	10/26/16	12/15/16	Administrative Team/Guidance/Truancy
3	2	Conduct 1st Quarter Attendance Review of 2017 Cohort (If funds become available, \$1650 will be spent on Data Team to conduct 1st Quarter Attendance Review under the category of SUPPORT SERVICES--Personnel Services)	6 - Effective Staffing Practices	10/26/16	12/15/16	Administrative team/Guidance/Truancy

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	2	Analyze On-Track Continuing Student Credit records (If funds become available, \$1650 will be spent on Data Team to analyze on track continuing students records Review under the category of SUPPORT SERVICES--Personnel Services)	6 - Effective Staffing Practices	12/15/16	2/28/17	Guidance and VPs
5	2	Conduct 2nd Quarter Attendance Review of 2017 Cohort (If funds become available, \$1650 will be spent on Data Team to conduct 2nd Quarter Attendance Review under the category of SUPPORT SERVICES--Personnel Services)	6 - Effective Staffing Practices	12/15/16	2/28/17	Administrative Team/Guidance/Truancy
6	2	Conduct 3rd Quarter Attendance Review of 2017 Cohort (If funds become available, \$1650 will be spent on Data Team to conduct 3rd Quarter Attendance Review under the category of SUPPORT SERVICES--Personnel Services)	6 - Effective Staffing Practices	4/7/17	5/26/17	Administrative Team/Truancy/Guidance
7	3	Provide Credit Recovery Opportunities	4 - Effective Instruction	4/18/17	6/16/17	Guidance, VPs, and Teachers
8	3	Provide Testing Support	4 - Effective Instruction	10/5/16	6/9/17	Guidance, VPs, and Teachers
9	3	Provide mentoring to 2017 Graduation cohort Students (If funds become available, \$25,000 will be spent on Graduation Cohort Mentoring under the category of SUPPORT SERVICES--Personnel Services)	2 - School Leadership	9/14/16	6/30/17	Teachers, Consultants
10	1	Provide Online Course Completion for 2017 Graduation Cohort Students	7 - Enabling the Effective Use of Data	9/14/16	6/30/17	Teachers, Consultants

Budget Items

SMART Goal 4

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	Online courses	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$20,000	State/Local

Budget Summary

< NO DATA >

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School allocation) Total	TOTAL
Included in SMART Goal Pages	32000	94537	126537
Other Title 1 Expenditures	0	0	0
Total	32000	94537	126537

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.	
x	[For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.	

Completed By: Hope Grant

Date: 10/4/2016