

2016-2017

Daylight/Twilight H S

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210030

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 Principal: 5 - Effective Staffing Practices

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

Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

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 Principal: 7 - Effective Use of Time

- 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 5% 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 6% 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 - Effective Instruction	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 - Curriculum, Assessment and Intervention System	9/6/16	6/23/17	Literacy Leader; School Administration

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	1	Set up portfolios that include student work, graduation CRTs for ELA teachers.	6 - Enabling the Effective Use of Data	9/6/16	5/31/17	Literacy Leader; School Administration
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 - Curriculum, Assesment and Intervention System	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 - Effective Instruction	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 - Curriculum, Assesment and Intervention System	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 - Effective Use of Time	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 - Enabling the Effective Use of Data	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 - Effective Instruction	9/6/16	6/23/17	Literacy Leader; School Administration, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
10	3	Final evaluations of portfolios, writing and benchmark assessments	4 - Curriculum, Assessment and Intervention System	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	\$5,670.00	Other Federal
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	\$11,180.00	State/Local
4	ELL Support Instructional Materials (Materials to assist with ELL instruction including books, ELL posters, etc.)	INSTRUCTION - Supplies & Materials / 100-600	\$2,500.00	State/Local
5	ELA Leader	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$94,015.00	Other Federal
145	Training / PD for Teachers (Title II)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,000.00	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	ELA Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000.00	Other Federal

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 = 7% increase in Skills Mastery
- 2) 61 to 90 Day Completers = 5% increase in Skills Mastery
- 3) 91 to 120 Day Completers = 4% 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 Principal: 4 - Curriculum, Assessment and Intervention System

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

Turnaround Principal: 6 - Enabling the Effective Use of Data

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

Turnaround Principal: 6 - Enabling the Effective Use of Data

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 7% 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 7% increase in skills mastery for Algebra I, Geometry, and Algebra II (EOC1 = 12/2016) 2) 60% of 90 Day Completers will show a 5% increase in skills mastery for Algebra I, Geometry, and Algebra II (EOC2 = 03/2017) 3) 60% of 120 Day Completers will show a 4% 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 7% increase in skills mastery for Algebra I, Geometry, and Algebra II (EOC1 = 12/2016) 2) 70% of 90 Day Completers will show a 5% increase in skills mastery for Algebra I, Geometry, and Algebra II (EOC2 = 03/2017) 3) 70% of 120 Day Completers will show a 4% 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 = 7% increase in Skills Mastery 2) 61 to 90 Day Completers = 5% increase in Skills Mastery 3) 91 to 120 Day Completers = 4% 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 - Effective Instruction	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 - Effective Instruction	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 - Curriculum, Assesment and Intervention System	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 - Curriculum, Assesment and Intervention System	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 - Curriculum, Assesment and Intervention System	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 - Curriculum, Assesment and Intervention System	9/6/16	6/23/17	Math Leader, School Administration, RAC

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
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 - Enabling the Effective Use of Data	9/6/16	6/23/17	Math Leader, School Administration, Teachers
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 - Effective Instruction	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 - Effective Instruction	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 - Effective Instruction	9/6/16	6/23/17	Math Leader, School Administration
11	3	Final evaluations of portfolios, writing and benchmark assessments	4 - Curriculum, Assesment and Intervention System	3/14/17	6/23/17	null

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	\$5,670.00	Other Federal
145	Training / PD for Teachers (Title II)	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$2,000.00	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	ELL Support Instructional Materials (Materials to assist with ELL instruction including books, classroom posters, etc)	INSTRUCTION - Supplies & Materials / 100-600	\$2,500.00	Other Federal
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	\$5,998.00	State/Local
123456789	Math Leader	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$66,890.00	Other Federal
123456789	Math Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$19,327.00	Other Federal

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 Principal: 3 - Effective Instruction

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

Turnaround Principal: 3 - Effective Instruction

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

Turnaround Principal: 3 - Effective Instruction

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	<p>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:</p> <p>Chronic Absenteeism _____ by 2%</p> <p>Student Attendance Rate _____ by 2%</p> <p>Office Conduct Referrals _____ by 2%</p>	<p>Attendance data, Coaching logs, walkthrough tools, meeting agendas with sign in sheets, current school climate data tracker.</p>
EOC 2	<p>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:</p> <p>Chronic Absenteeism _____ by 3%</p> <p>Student Attendance Rate _____ by 3%</p> <p>Office Conduct Referrals _____ by 3%</p>	<p>Attendance data, Coaching logs, walkthrough tools, meeting agendas with sign in sheets, current school climate data tracker.</p>
EOC 3	<p>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:</p> <p>Chronic Absenteeism _____ by 4%</p> <p>Student Attendance Rate _____ by 4%</p> <p>Office Conduct Referrals _____ by 4%</p>	<p>Attendance data, Coaching logs, walkthrough tools, meeting agendas with sign in sheets, current school climate data tracker.</p>
EOC 4	<p>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.</p>	<p>Attendance data, Coaching logs, walkthrough tools, meeting agendas with sign in sheets, current school climate data tracker.</p>

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 Climate and Culture	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 Climate and Culture	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 Climate and Culture	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 Climate and Culture	9/6/16	3/24/17	Climate and Culture Leader, Principal, Vice principal
5	2	(Facilitate Buy-in) Include as many stakeholders's voices in the school's decision-making	2 - School Climate and Culture	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 Climate and Culture	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
7	2	(Facilitate Buy-in) Infuse educational components and allow genuine parent input in the processes of parent engagement	2 - School Climate and Culture	9/6/16	6/23/17	Climate and Culture Leader, Principal, Vice principal
8	3	(Belonging and Self-Esteem) Develop student focus groups to allow all students to express themselves	2 - School Climate and Culture	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 Climate and Culture	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 Climate and Culture	9/6/16	6/23/17	Climate and Culture Leader, Principal, Vice principal
11	3	(Belonging and Self-Esteem) Establish mentoring programs	2 - School Climate and Culture	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 Climate and Culture	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 Climate and Culture	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
123456789	Climate Culture Leader	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$78,090.00	Other Federal
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	\$50,400.00	Other Federal
12356789	Climate and Culture Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000.00	Other Federal
245	Training / PD for Teachers (Title II)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,170.00	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 2: Create awareness of each student's graduation needs and intervene at the class level.

Turnaround Principal: 8 - Family and Community Engagement

Strategy 3: Maximize usage of the Mentoring Program

Turnaround Principal: 2 - School Climate and Culture

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 - Effective Staffing Practices	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 - School Leadership	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 - School Leadership	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 - Family and Community Engagement	9/6/16	6/23/17	School Administration
5	2	(Create Awareness) Send notifications and hold conferences with parents and the student	8 - Family and Community Engagement	9/6/16	6/23/17	School Administration, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	2	(Create Awareness) Identify students with transportation needs and assign bus passes during periods of bad weather (late November through early March)	8 - Family and Community Engagement	11/15/16	3/17/17	School Administration
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 - Family and Community Engagement	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 - Effective Use of Time	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 - Effective Instruction	9/6/16	6/23/17	School Administration, ELA Leader, STEM Leader, Teachers
10	3	(Mentoring) Use willing volunteers	1 - School Leadership	9/6/16	11/18/16	School Administration, Climate Culture Leader
11	3	(Mentoring) Develop structures for all mentors to follow	2 - School Climate and Culture	9/6/16	11/18/16	School Administration, Climate Culture Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	3	(Mentoring) Schedule Mentor meetings and share best practices	2 - School Climate and Culture	9/6/16	11/18/16	School Administration, Climate Culture Leader
13	3	(Mentoring) Be present and available to address student social emotional needs	2 - School Climate and Culture	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	\$2,000.00	Federal Title I

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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	\$43,000.00	Other Federal