



**2016-2017**

**Delran High School**

**School Improvement Plan**

*December 5, 2016*

# Process

- 1) Initial Meeting
- 2) Quality School Review
- 3) Data Review & Analysis
- 4) Root Cause Analysis
- 5) Smart Goals

# Initial Meeting

All Stakeholders Present:

Building Administration (3)

Supervisors (5)

Faculty (5)

Parents (2)

# Quality School Review

## Turnaround Principles:

School Leadership

School Climate & Culture

Effective Instruction

Curriculum, Assessment and Intervention System

Effective Staffing Practices

Enabling the Effective Use of Data

Effective Use of Time

Family & Community Engagement

# Quality School Review

## Principle and Indicators

<b>SCHOOL LEADERSHIP</b>	
<b>TURNAROUND PRINCIPLE 1: Ensure that the principal has the ability to lead the turnaround effort.</b>	
<b>INDICATORS</b>	
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.

# Quality School Review

## Independent Completion of the QSR

SCHOOL LEADERSHIP						
TURNAROUND PRINCIPLE 1		Ensure that the principal has the ability to lead the turnaround effort.				
INDICATORS		Sources of Evidence	1 Underdeveloped	2 Developing	3 Proficient	4 Well Developed
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	<ul style="list-style-type: none"> <li>School plan</li> <li>School vision, belief statements</li> <li>School climate survey</li> <li>School focus groups</li> <li>School documents, meetings, and artifacts showing vision, core beliefs in action</li> </ul>	<ul style="list-style-type: none"> <li>There may be a school mission and vision but it is not evident in the daily life at the school.</li> <li>The vision and underlying core beliefs do not influence and guide decision-making and student achievement.</li> <li>The actions and comments from staff contradict the vision and its core beliefs about what students are capable of achieving.</li> </ul>	<ul style="list-style-type: none"> <li>The principal uses data from multiple sources to develop a school mission and vision and articulates it to the school community.</li> <li>The mission and vision is focused on student achievement and school outcomes.</li> <li>The mission and vision are referenced in public forums.</li> <li>The principal and some teachers may be the only visible champions of the vision.</li> <li>There are no benchmarks or milestones to monitor progress towards the realization of the vision.</li> </ul>	<ul style="list-style-type: none"> <li>Using multiple sources of data in its development, school mission is clearly articulated, understood and supported by all staff.</li> <li>The mission and vision include a focus on student academic excellence (college/career readiness) and healthy social/emotional development.</li> <li>The principal continuously articulates and inspires the school community to enact the vision.</li> <li>There is visible alignment between school practices and rituals and the vision.</li> <li>The principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>With data from multiple sources, the principal establishes a coherent vision, developed collaboratively with stakeholders, that guides leadership actions and decisions.</li> <li>The vision and underlying core beliefs direct, influence, and guide decision-making at all levels of the school community;</li> <li>The principal and other staff members continuously articulate and inspire the school community to enact the vision.</li> <li>The school community demonstrates commitment to the school vision and core beliefs through behaviors and actions consistent with the vision.</li> <li>The school community engages in step-backs to</li> </ul>

# Quality School Review

## Consensus Meeting

A	B	C	D	E	F
Timestamp	The principal uses data to	The principal develops an	The principal uses data to	The principal communicates	The principal ensures that
	1.1	1.2	1.3	1.4	1.5
11/18/2015 16:29:58	1 - Underdeveloped	2 - Developing	2 - Developing	2 - Developing	1 - Underdeveloped
11/20/2015 8:00:46	2 - Developing	2 - Developing	3 - Proficient	2 - Developing	2 - Developing
11/22/2015 11:16:23	2 - Developing	1 - Underdeveloped	2 - Developing	2 - Developing	1 - Underdeveloped
11/30/2015 10:28:17	1 - Underdeveloped	2 - Developing	2 - Developing	2 - Developing	2 - Developing
12/1/2015 8:15:38	1 - Underdeveloped	1 - Underdeveloped	2 - Developing	2 - Developing	2 - Developing
12/1/2015 16:47:30	1 - Underdeveloped	1 - Underdeveloped	3 - Proficient	2 - Developing	2 - Developing
12/1/2015 19:51:38	2 - Developing	3 - Proficient	3 - Proficient	4 - Well Developed	3 - Proficient
12/3/2015 13:15:23	3 - Proficient	2 - Developing	3 - Proficient	3 - Proficient	3 - Proficient
12/3/2015 13:15:20	3 - Proficient	2 - Developing	3 - Proficient	3 - Proficient	3 - Proficient
12/4/2015 12:29:26	2 - Developing	3 - Proficient	3 - Proficient	3 - Proficient	2 - Developing
12/7/2015 13:06:52	2 - Developing	2 - Developing	3 - Proficient	3 - Proficient	3 - Proficient
12/7/2015 13:22:42	2 - Developing	2 - Developing	3 - Proficient	3 - Proficient	3 - Proficient
12/7/2015 14:16:38	2 - Developing	2 - Developing	2 - Developing	2 - Developing	2 - Developing
12/14/2015 21:46:40	2 - Developing	1 - Underdeveloped	2 - Developing	2 - Developing	2 - Developing

# Quality School Review

## Final Product

Turnaround Princ	Indicat	Rating	Overall Strengths Summary	Areas of Improvement Summa
1 - School Leadership	1.1	2 - Developing	<p>▼ The building has safe and has an orderly environment. We have a system in place to monitor discipline and attendance. The master schedule ensures core content areas have sufficient time as AP science courses had a period added in the last year and General level science courses had a lab added in the recent past. The principal includes assistant principals, supervisors, and teachers on hiring committees and demo lessons.</p>	<p>There is a need to develop a school vision that is shared with and supported by the entire school community. High expectations and SMART goals are imperative for positive school growth. In order to formally assess, walk-throughs must be done on a more consistent basis with a specific focus in mind. The system to monitor discipline and attendance needs to be modified and checked on a more regular basis. There is inconsistency with curriculum documents and collection of formative assessment data. We must ensure that formative and summative assessments in ELA and Math across grade-levels are linked to the NJSLs. At present time, there are no systems in place to collect and analyze formative assessment data and walkthroughs are not focused on data collection at this time. The principal does ensure family members are informed about student learning through progress reports and grading reports as well as through a bi-weekly newsletter. He also has fostered a positive working relationship with the PTA.</p>
	1.2	2 - Developing		
	1.3	3 - Proficient		
	1.4	2 - Developing		
	1.5	2 - Developing		
	1.6	2 - Developing		
	1.7	2 - Developing		
	1.8	3 - Proficient		
	1.9	3 - Proficient		
	1.10	2 - Developing		



# Data Review & Analysis

School-wide Performance Targets including Subgroups

Benchmark Assessments

PARCC Data

ACCESS for ELLs

Enrollment

Attendance Rate (student)

Attendance Rate (staff)

Discipline

Graduation Cohort

Culture and Climate Survey

Classroom Observations

# Data Review & Analysis

## Academic Indicators

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
<b>ESEA Waiver Progress Targets / Achievement</b>					
PARCC '14-'15	Annual schoolwide proficiency targets in ELA and Math for 2013-2014 year, established under ESEA waiver	[Please enter your school-wide 2014-2015 targets.]	<a href="#">School Accountability Progress Targets</a>	<p>ELA:</p> <p>Grade 9:            18% Not Met            28% Partially Met            20% Approaching            30% Met            4% Exceeding</p> <p>Grade 10:            35% Not Met            25% Partially Met            29% Approaching            11% Met            0% Exceeding</p> <p>Grade 11:            16% Not Met            18% Partially Met            22% Approaching            34% Met            10% Exceeding</p> <p>Math:</p> <p>Algebra I:            22% Not Met            41% Partially Met            28% Approaching            9% Met            0% Exceeding</p>	<p>ELA:</p> <p>66% below PARCC cut-off Grade 9            89% below PARCC cut-off Grade 10            45% below PARCC cut-off Grade 11</p> <p>Math:</p> <p>91% below PARCC cut-off Algebra I            49% below PARCC cut-off Geometry            63% below PARCC cut-off Algebra II</p> <p>Though there were a great deal of refusals, that does not explain the low scores of the students who did test. Further study of the results showed great discrepancy between district, state, and national results per the evidence statements released in all areas. How is our curriculum written? Do we teach topics in mathematics and then assign standards to the topics or do we begin with standards and then build lessons and units to support the content and rigor of the standards? Should the faculty do an in-depth study of the curriculum and standards and find ways to support them in this endeavor?</p> <p>Are students not taking the PARCC seriously and just going through the motions? How can we impress upon the students and parents how the results from the PARCC can be used to help support student learning?</p>

# Data Review & Analysis

## Environmental indicators

Environmental					
Enrollment	Number of students enrolled in your building	<ul style="list-style-type: none"> <li>Identify overall enrollment and trends</li> <li>Identify enrollment by grade and subgroup</li> </ul>	District SIS	<p>Total Enrollment: 885 students (234 grade 9, 218 grade 10, 225 grade 11, 208 grade 12). Subgroup Enrollment: 678 White(77%), 91 African-American(10%), 48 Latino(5%), 2 American Indian, 39 Asian(4%), 26 Multiracial(3%), 105 Special Education(12%), 136 Free Lunch(15%) and 48 on Reduced Lunch(5%))</p>	Our population is only 77% white; however, our faculty is over 95% white. As the demographics change within Delran, we need to find a way to recruit more teachers of color as long as they are qualified.
Attendance rate (Student)	The average daily attendance for students in your building	<ul style="list-style-type: none"> <li>Identify overall rate</li> <li>Identify patterns by grade</li> <li>Identify patterns by teacher</li> <li>Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, &amp; ELL)</li> <li>Identify chronic absenteeism</li> <li>Identify interventions</li> </ul>	District SIS	<p>Grade 9: 95.8% Grade 10: 96.1% Grade 11: 95.4% Grade 12: 94.4%</p> <p>There were 185 students qualified for Free/Reduced lunch. 32 (17.2%) of these students were chronically absent (10 or more absences). Only 6.4% of the remaining students were chronically absent.</p> <p>Greater than 12 absences: Grade 9: 5    Grade 10: 2 Grade 11: 10    Grade 12: 6</p> <p>10 Male    13 Female</p>	<p>Attendance is an issue that we must address. Attendance rates are very good; however, the chronic absentees do take a tremendous amount of time to address. As shown by the data, many of our chronic absentees are free/reduced lunch students. How can we engage these families and make education more of a priority for them? Phone calls and SARC meetings do not seem to be working. What interventions can we do to support these families? We are also very liberal with medical notes. Should we hold fast to the 5-day rule?</p>

# Data Review & Analysis

## Classroom Instruction Indicators

Instruction																									
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument	<ul style="list-style-type: none"> <li>• Identify observation ratings across school</li> <li>• Identify observation ratings by grade/subject/subgroup</li> <li>• Identify areas for feedback and professional development</li> <li>• Identify instructional trends</li> <li>• Percentage of teachers on CAP during 2014-2015</li> </ul>	School-level evaluation reports	<p>As of March 1st, 152 observations have been conducted and 13 remain outstanding for the year. 110 observations were completed by the three school administrators, 12 by central administration, and 60 by the supervisory staff. Building-wide school averages are as follows:</p> <table border="0"> <tr><td>Respect and Rapport:</td><td>3.8</td></tr> <tr><td>Culture for Learning:</td><td>3.4</td></tr> <tr><td>Classroom Procedures</td><td>3.3</td></tr> <tr><td>Student Behavior</td><td>3.6</td></tr> <tr><td>Physical Space:</td><td>3.1</td></tr> <tr><td>Communicating:</td><td>3.3</td></tr> <tr><td>Questioning:</td><td>3.1</td></tr> <tr><td>Engagement:</td><td>3.2</td></tr> <tr><td>Assessment in Instr:</td><td>3.2</td></tr> <tr><td>Flexibility:</td><td>3.2</td></tr> </table> <p>We have also begun doing classroom walkthroughs this year with no set goals.</p> <p>We have also done a Marshall Evaluation System pilot and will assess shortly whether we believe that it will help improve classroom instruction more so than the Danielson model.</p>	Respect and Rapport:	3.8	Culture for Learning:	3.4	Classroom Procedures	3.3	Student Behavior	3.6	Physical Space:	3.1	Communicating:	3.3	Questioning:	3.1	Engagement:	3.2	Assessment in Instr:	3.2	Flexibility:	3.2	<p>How can we distribute observations and what tool will help support teachers and improve instruction? What data should we be collecting during walkthroughs and how can it inform future professional development? How can we improve "delivery of instruction," Domain 3, through professional development activities and walkthrough data?</p> <p>SGO data has been very positive over the past few years. Results from 2015-16 show an average SGO rating of 3.43. Six teachers earned scores less than 3 while the remaining had scores ranging from 3-4.</p>
Respect and Rapport:	3.8																								
Culture for Learning:	3.4																								
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Flexibility:	3.2																								

# Root Cause Analysis

Performance Challenge

Possible Root Causes

Strategies to Address Challenge

Principle Addressed

# Root Cause Analysis

Areas of Focus for SMART Goals	Performance Challenge	Possible Root Causes	Strategies to Address Challenge	Turnaround Principle Addressed
<b>ELA &amp; Literacy (TP3, TP4)</b> <b>(includes Social Studies &amp; Science)</b>	<p>Many students underperforming in reading and writing, particularly our free and reduced lunch students as well as special education students. Questioning has been a weakness of the faculty in observations as per the SciP committee and final observation numbers. PARCC results show very low scores on reading comprehension in the technical areas as well as literature. Benchmark assessments not given with authenticity.</p>	<p>All teachers need additional support in teaching literacy within their subject area. Though we have discussed this issue at length, no specific professional development has been offered in this area. Teachers in Social Studies and Science need additional support in designing opportunities for students to read and write across the content areas as per the NJSLS and NGSS. In particular, our underserved populations have not had the foundation needed to be successful in this area.</p>	<p>1: Provide ongoing professional development to support best practices in literacy instruction for each discipline. Supervisors will support this in department meetings and PLCs.</p>	<p>3 - Effective Instruction</p>
			<p>2: Analyze and take instructional action in response to student data in PLCs. Teachers will look at baseline data, benchmark data, and make adjustments based on results. The administration will support teachers in this process.</p>	<p>4 - Curriculum, Assessment &amp; Intervention System</p>
			<p>3: Monitor instruction and provide differentiated support and training for staff to respond to student needs. The administration will attend PLC meetings and suggest PD and pedagogy to support struggling students.</p>	<p>1 - School Leadership</p>

# SMART Goals

**S** Specific/Strategic

**M** Measurable

**A** Attainable

**R** Relevant

**T** Timed

# Literacy Goal

By June 2017, at least 80% of students(including economically disadvantaged and classified students) in POR, General, College Prep and Honors/AP level English, Social Studies and Science classes grades 9-11, will achieve growth of at least 1 point in the area of writing arguments to support claims through citing valid sufficient evidence on local benchmark, formative, and summative assessments. Those scoring 5 or greater on the baseline assessment will maintain level of proficiency.



# Literacy Goal

<b>Performance Challenge Being Addressed</b>	<p>Many students underperforming in reading and writing, particularly our free and reduced lunch students as well as special education students. Questioning has been a weakness of the faculty in observations as per the SciP committee and final observation numbers. PARCC results show very low scores on reading comprehension in the technical areas as well as literature. Benchmark assessments not given with authenticity.</p>	<b>Surrounding Principle Address</b>
<b>Strategies to Address Challenge</b>	<p>1: Provide ongoing professional development to support best practices in literacy instruction for each discipline. Supervisors will support this in department meetings and PLCs.</p>	<p>3 - Effective Instruction</p>
	<p>2: Analyze and take instructional action in response to student data in PLCs. Teachers will look at baseline data, benchmark data, and make adjustments based on results. The administration will support teachers in this process.</p>	<p>4 - Curriculum, Assessment &amp; Intervention System</p>
	<p>3: Monitor instruction and provide differentiated support and training for staff to respond to student needs. The administration will attend PLC meetings and suggest PD and pedagogy to support struggling students.</p>	<p>1 - School Leadership</p>
<b>Target population [Focus school subgroups only]</b>	<p>Free and Reduced Lunch and Classified students.</p>	

# Literacy Goal

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By the end of September 2016, baseline assessment data will be analyzed to identify current levels of proficiency for total students, economically disadvantaged students, and classified students to determine the baseline proficiency in each group.	Baseline benchmark assessments.	
EOC2	By the end of November 2016, 30% of all students(including economically disadvantaged and classified students) will achieve a growth in supporting claims through citing textual evidence on local benchmark, formative and summative assessments.	Unit assessments, formative assessments, and summative assessments.	
EOC3	By the end of January 2017, 50% of all students(including economically disadvantaged and classified students) will achieve a growth in supporting claims through citing textual evidence on local benchmark, formative and summative assessments.	Unit assessments, formative assessments, and summative assessments.	
EOC4	By the end of March 2017, 70% of all students(including economically disadvantaged and classified students) will achieve a growth in supporting claims through citing textual evidence on local benchmark, formative and summative assessments.	Unit assessments, formative assessments, and summative assessments.	
EOC5	By June 2017, at least 80% of students(including economically disadvantaged and classified students) in POR, General, College Prep and Honors/AP level English, Social Studies and Science classes grades 9-11, will achieve growth of at least 1 point in the area of writing arguments to support claims through citing valid sufficient evidence on local benchmark, formative, and summative	Unit assessments, formative assessments, and summative assessments.	

# Literacy Goal

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	3	Administer benchmark assessments to monitor instruction. Report on baseline data to staff.	4 - Curriculum, Assessment & Intervention System	9/1/2016	10/15/2016	Baker/Galati/SAL
2	3	Complete walkthrough observations to monitor instructional practices. Report on baseline data to the staff.	1 - School Leadership	9/1/2016	9/30/2016	Galati/Finkle
3	2	Provide lists of Free/Reduced lunch students to all teachers to highlight target populations.	6 - Enabling the Effective Use of Data	9/1/2016	9/30/2016	Finkle
4	1	Provide instructional PD to staff in LAL, Science, and SS teachers in close reading and writing evidenced-based paragraphs.	3 - Effective Instruction	9/1/2016	10/31/2016	Galati
5	2	Develop list of at-risk students and convey to teachers.	6 - Enabling the Effective Use of Data	10/1/2016	10/31/2016	Galati
6	2	Complete walkthrough observations to monitor instructional practices.	3 - Effective Instruction	10/1/2016	10/31/2016	Admin Team
7	2	Administer benchmark assessments. Admin team reviews student data and meets with teachers to discuss student achievement.	1 - School Leadership	11/1/2016	11/23/2016	Admin Team
8	3	Deliver professional development for staff in LAL, Science, and SS on literacy.	3 - Effective Instruction	11/1/2016	11/28/2016	Finkle/Baker/Galati
9	1	Complete walkthrough observations to monitor instruction	3 - Effective Instruction	11/1/2016	12/23/2016	Admin Team
10	2	Administer benchmark assessments. Admin team reviews student data and meets with teachers to discuss student achievement.	1 - School Leadership	1/3/2017	1/12/2017	Admin Team

# Mathematics Goal

By June of 2017, at least 80% of students in POR, General, CP and Honors level Algebra, Geometry, and Algebra II courses(including economically disadvantaged and classified students) will achieve growth by a minimum of 1 point in solving multi-step contextual problems with degree of difficulty appropriate to the course on local benchmark, formative and summative assessments. Those scoring 6 or greater will maintain level of proficiency.

# Climate and Culture Goal

By June 2017, there will be a 10% decrease in discipline referrals, 10% increase in attendance and a 10% increase in student engagement within each classroom as measured by attendance data, office referral data and school walkthrough data as well as student performance data.

# Effective Use of Data Goal

By June 2017, 100% of teachers will use data to support student achievement through interpreting common assessments as well as school-wide discipline and attendance data. The school will also develop methods to collect, monitor, and analyze student data to inform professional development needs, program modifications, and family outreach efforts.

Questions?