

<b>LEA Name:</b>	Niagara Falls City School District
<b>LEA BEDS Code:</b>	400800010042
<b>School Name:</b>	Cataract Elementary School

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2016-2017 School Comprehensive Education Plan (SCEP)

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<b>Website for Published Plan</b>			

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.**

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school’s approved plan require the prior approval of the commissioner.

**THE SIGNATURES BELOW CONFIRM APPROVAL.**

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee			

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**By signing this document, the Local Education Agency certifies that:**

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
- 2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
- 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
- 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.



Additional Information

Grade Configuration	Pre-K - 6	Total Student Enrollment	525	% Title I Population	100	% Attendance Rate	92
% of Students Eligible for Free Lunch	100	% of Students Eligible for Reduced-Price	74	% of Limited English Proficient Students	0	% of Students with Disabilities	19

% American Indian or Alaska Native	5	% Black or African American	30	% Hispanic or Latino	6	% Asian, Native Hawaiian / Other Pacific Islander	1	% White	43	% Multi-Racial	15
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Years Principal Assigned to School	2	# of Assistant Principals	0	# of Deans	1	# of Counselors / Social Workers	1
% of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	0	Average # of Teacher Absences	

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	X	SIG 1003(a) Recipient	N/A	SIG 1003(g) Recipient	N/A
Identification for ELA?	YES	Identification for Math?	YES	Identification for Science?	NO	Identification for High School Graduation Rate?	N/A
ELA Performance at Level 3 and Level 4	30	Math Performance at Level 3 and Level 4	25	Science Performance at Level 3 and Level 4	63	Four-Year Graduation Rate (HS Only)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A
Persistently Failing School (per Education Law 211-f)	N/A	Failing School (per Education Law 211-f)	N/A				

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Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

## SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

**1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").**

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

**2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").**

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

**3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").**

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

**4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").**

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

**5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").**

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

**6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").**

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

In developing the **CURRENT YEAR'S** plan:

- List the highlights of the initiatives described in the current SCEP.

To communicate the contents of the SCEP along with teacher roles and responsibilities; identify necessary components when planning lessons, utilizing strategies to differentiate instruction; identify, promote and support the social and emotional development of students; increase positive communication with families.

- List the identified needs in the school that will be targeted for improvement in this plan.

We need to identify strategies for differentiation, lesson planning components, positive interactions with students and families and increase awareness in terms of tolerance.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

Cataract Elementary School encourages students to be confident, knowledgeable, responsible and productive citizens in a diverse, ever changing world.

- List the student academic achievement targets for the identified subgroups in the current plan.

Increase annual yearly progress for students taking the EMA & ELA assessments in the sub groups of black/African American, special education students and students from a low socio-economic background.

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

In order to implement the mission/guiding principles we need to create small learning communities, grouping students appropriately for learning, promoting personalized and caring relationships between adults and students, using time to support learning and allocating resources differently where possible.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Teacher buy in and willingness of teachers to participate in and adopt the SMART goals are expected barriers. These barriers will need to be addressed through the evaluation process of APPR and FOCUS walks as well as dialogue with individual staff members.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

As a Focus school, it is imperative based on data that we need to do the following: Professional development opportunities are as follows: to convey roles and responsibilities of teachers with respect to the SCEP; identification and inclusion of necessary components within a lesson plan; identification of student engagement strategies along with differentiation of instruction; to increase our repertoire of positive communication strategies with families.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

The dialogue to be implemented will be: Parent Group meetings, Parent partner curricular nights, Family Fun Night, ongoing parent-teacher-administration meetings, meetings to discuss progress and growth, Business Partner meetings. Dialogue with staff will include: Faculty and department meetings, building committee meetings, School Quality Council meetings, grade level meetings, one on one meetings between principal and staff members.

- List all the ways in which the current plan will be made widely available to the public.

District Web page, parent group meeting, business partner meetings

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Pre-K is district run with a Central Registration Process. Not all Kindergarten students have attended Pre-K. Students in Pre-K do not always attend Kindergarten in the same building. Parents receive written notification of which school they will attend, and each school holds an Open House at the beginning of the year.





**Re-Identified Focus Schools**  
**identification period)**

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) beginning no later than the 2016-17 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional

More information about the Turnaround Principles can be found at: <https://www.ed.gov/sites/default/files/esea->

**1. Identify the Turnaround Principle the school is choosing to implement.**

**2. Describe the schools plan for intensive implementation of the identified principle. As part of the response**

**3. Describe the plan for oversight of the implementation of the identified principle.**

## Priority Schools: Whole School Reform Model

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

**A. Curriculum and Instruction:** Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 15-16 plan.

**B. Professional Development:** Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

**C. Use of Time:** Provide an update on the daily calendar and schedule as described in the 2015-16 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2015-16 plan

**D. Assessment:** Provide an update to the school's approach to assessment as described in the 2015-16 plan.

**E. School Climate and Discipline:** Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

Empty rectangular box for text entry.

**F. Meeting the Needs of Unique Populations:** Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

Empty rectangular box for text entry.

**2. Organizational Plan**

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

**A. Site-based Governance:** Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2015-16 plan.

Empty rectangular box for text entry.

**B. Staffing, Human Resources, and Work Conditions:** Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 15-16 plan.

Empty rectangular box for text entry.



**Priority Schools: Whole School Reform Model**

**(Applicable to schools that were newly identified as Priority in February 2016)**

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States

**1. Describe the schedule that will result in implementation of a whole school reform model no later than the**

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**Priority Schools: Expanded Learning Time Plan**

contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

**A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?**

**B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.**

**C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.**

~~Describe the school's primary, expected, or likely, outcomes and milestones goals, with timelines for implementation and evaluation of all program partnerships and activities.~~

**E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.**

**F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.**

**G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.**

**H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.**

**I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.**

Empty response box for item J.

**J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.**

Empty response box for item J.

**K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.**

Empty response box for item K.



### Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-income Students					
Student Average Daily Attendance					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				y	
Student Discipline Referrals				y	
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELI Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development	y		y		
Parent Attendance at Workshops					
Parent Participation in District/School Surveys					
Lesson plan review	y	y	y		
Focus walks/observation template	y	y	y		
Implementation of curriculum	y	y	y		
VADIR data				y	
Parent/teacher communication survey					y
Referrals to school counselor				y	
Pre-post test from BEST program				y	
Flexible groupings of students observed		y	y		
Positive Communication Log					y
Chart in central location			y		
Formal teacher observations	y				
Data template	y				
Lesson plans and artifacts	y	y			
Teacher use of formative and assessment data	y	y			
Grade level meetings	y				
Development of school counseling plan	y			y	

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	In order to create a school community and culture that leads to successful outcomes and continuous improvement, a primary need of our school is for staff to take ownership of the school-wide SMART goals as written in the SCEP. We have minimal systems to regularly communicate and monitor aspects of the school to make informed decisions. The following performance benchmarks in the School Performance Scan survey scored lower than all other benchmarks in tenet 2: using a school based plan with SMART goals; clear and specific guidance around understanding and application of data systems utilizing a school based plan that illustrates checkpoints as evidenced by formal walk-throughs.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Principal daily walk-throughs commencing late September will be provided with timely feedback and support based on lesson plan component reviews and data collection that is aligned with the curriculum of the Niagara Falls City School District. By the end of May 2017, school leader will ensure that 100% of all teaching staff will take ownership of the SMART goals as evidenced by walk through, lesson plan review and data collection as prescribed in the SCEP document.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	walk through, lesson plan review, data collection, teacher attendance at professional development

<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
Sep-16	Oct-16	School leaders in collaboration with all staff will share the SCEP plan during faculty meetings/department meetings. <b>Responsible:</b> Principal together with the school Focus Leadership Team <b>Participants:</b> All staff <b>Frequency:</b> One time <b>Intended Impact:</b> to communicate the contents of the SCEP so that staff can take ownership. <b>Responsible:</b> Principal together with the school Focus Leadership Team <b>Participants:</b> All staff <b>Frequency:</b> One time <b>Intended Impact:</b> to communicate the contents of the SCEP so that staff can take ownership.
Oct-16	May-17	Primary and intermediate Department Meetings in collaboration with instructional coaches will be held to further review the SCEP and how it relates to each particular grade level. <b>Responsible:</b> Administrator <b>Participants:</b> Educational coaches and all teaching staff <b>Frequency:</b> Monthly <b>Intended impact:</b> Conveying the teachers roles & responsibilities as they pertain to the SCEP.
Sep-16	May-17	School principal will monitor implementation, impact and staff buy in through the use of focus walks and plan book reviews. <b>Responsible:</b> Administrator <b>Participants:</b> All Staff <b>Frequency:</b> Weekly <b>Intended impact:</b> For all staff to buy into and implement SMART goals
16-Sep	17-May	The school leader along with the Leadership team, focus team, and other teacher leader groups will provide parents and community leaders with instructional focus nights to provide strategies and practices linked to the CCLS. <b>Responsible:</b> Administrator <b>Participants:</b> All Staff <b>Frequency:</b> Quarterly <b>Intended impact:</b> To improve instruction in order to increase student achievement.
16-Sep	17-May	The school leader will provide continuous feedback bi-weekly that references target goals in student learning/understanding based on a developed administrative tool. <b>Responsible:</b> school leader, instructional coaches and teacher <b>Participants:</b> Teachers <b>Frequency:</b> Monthly <b>Intended impact:</b> Improved instruction to increase student achievement.

Oct-16	May-17	The school leader, instructional coaches and teacher turnkey trainers with have monthly departmental meetings addressing learning targets to identify gaps in student progression to maximize achievement and growth. <b>Responsible:</b> school leader, instructional coaches and teacher <b>Participants:</b> Teachers <b>Frequency:</b> Monthly <b>Intended impact:</b> Improved instruction to increase student achievement.

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	To ensure the school has rigorous and coherent curricula and assessments appropriately aligned to the CCSL, a primary need is a school wide expectation that identifies components that will be included in daily lesson plans. There is a need to incorporate data driven inquiry. Only 74.3% of faculty reported through the school performance scan that they have received training in data driven inquiry. Additionally only 74.4% stated that data protocols are used at grade level/content area team meetings to support our work in reviewing student work. Only 64.1% Teachers stated that systems have been created so that students are able to reflect on their learning and keep track of their progress. The need is for teachers to be able to understand the impact of planning on student achievement.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By December 2016, and May 2017 85% and 100% of practitioner lesson plans will include the identified components that are aligned with CCLS, as monitored monthly by school administrator.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	focus walk/observation tool, flexible grouping of students observed, lesson plan review, implementation of curriculum, lesson plans and artifacts, teacher use of formative and assessment data, students will meet their individualized target RIT goal, students will show growth on NYS ELA and EMA assessments and local assessments

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-16	May-17	School leaders in collaboration with Department Chairpersons and Instructional coaches will determine lesson plan components. <b>Responsible:</b> Administrator <b>Participants:</b> Literacy Coaches and Department Chairpersons <b>Frequency:</b> Once <b>Intended Impact:</b> To determine common components of instructional lesson plans.
Sep-16	May-17	Communicate the components of lesson plans <b>Responsible:</b> Administrator <b>Participants:</b> All teaching staff <b>Frequency:</b> Monthly <b>Intended impact:</b> Inclusion of components in instructional lesson plans
Sep-16	May-17	School principal will provide Professional Development regarding data driven inquiry and the use of DDI for differentiation in their lesson plans through department meetings. <b>Responsible:</b> Administrator <b>Participants:</b> All teaching staff <b>Frequency:</b> Monthly <b>Intended Impact:</b> For teachers to understand the use of DDI for planning and differentiation in instruction.
Sep-16	May-17	Provide opportunities for sharing and discussion of the lesson plan components <b>Responsible:</b> Administrator <b>Participants:</b> All teaching staff <b>Frequency:</b> Monthly <b>Intended Impact:</b> Inclusion of components in lesson plans
Sep-16	May-17	Monitor the use of lesson plan components through plan book review. <b>Responsible:</b> Administrator <b>Participants:</b> All teaching staff <b>Frequency:</b> Monthly <b>Intended impact:</b> Ensure Common Components of instructional lesson plans.
Sep-16	May-17	Feedback data monthly with staff about percentage of teachers that include components identified; using principal's checklist of lesson plan components <b>Responsible:</b> Administrator <b>Participants:</b> All teaching staff <b>Frequency:</b> Monthly <b>Intended impact:</b> Inclusion of components in instructional lesson plans.

Sep-16	May-17	Continuous use of student data to establish differentiated groups to remediate and enrich student learning. <b>Responsible:</b> Teachers/Coaches <b>Participants:</b> Teachers <b>Frequency:</b> Monthly <b>Intended Impact:</b> To be able to group students by skill need to maximize achievement.
Sep-16	May-17	Provide additional support as needed such as modeling, specific strategies, sharing of best practices. <b>Responsible:</b> Administrator, Instructional Coaches, Teachers <b>Participants:</b> All teaching staff <b>Frequency:</b> Monthly <b>Intended impact:</b> Inclusion of components in instructional lesson plans

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	In order to address the gap between what students know and need to learn, teachers must engage in strategic practices and decision making. Results from the School Performance Scan survey indicated that 90% of teachers use a variety of strategies to keep students engaged and involved in their learning. However, only 64% of students in the Student Voice Survey indicated that they work with partners or groups in their class. 92.3% of teachers indicate that they give students regular and precise feedback throughout lessons. However, only 65% of students stated that after tests teachers explained what they did not understand. In order to address these inconsistencies we need to consistently identify, use and monitor
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2017 100% of teachers will apply a variety of student engagement strategies based on evidence collected through weekly walk through, plan book review, teacher checks for understanding based on lesson objectives, and an increase in the percentage of students who indicated they were engaged in learning activities as evidenced by the student voice survey.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Chart in central location, teacher attendance at professional development , focus walks, lesson plan review, student voice survey, Cataract ESCEP planning document that calendars 2016-17 school year listing activities and persons responsible, Cataract Leadership team minutes

<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
Sep-16	May-17	School leaders in collaboration with all staff will brainstorm and list strategies to address the need for student engagement strategies and effective, constructive, actionable feedback. <b>Responsible:</b> Administrator <b>Participants:</b> Literacy and Math Coaches, teachers <b>Frequency:</b> Once <b>Intended Impact:</b> To compile a list of instructional strategies for teachers to use in their classrooms that will assist in closing the gaps in learning.
Sep-16	May-17	School leaders will collect data on what strategies teachers are using and what they want to know more about through the use of a chart in a central location for teacher input. <b>Responsible:</b> School Administrator, Teacher on Special Assignment and Coaches <b>Participants:</b> All teachers <b>Frequency:</b> once <b>Intended Impact:</b> to collect data about strategies for adoption school wide.
Sep-16	May-17	The school will adopt specific strategies that lends itself to learning targets, student engagement, question and discussion and checking for understanding relating to the Danielson model that teachers can choose from for addressing the learning gaps. <b>Responsible:</b> School Administrator <b>Participants:</b> Coaches and teachers <b>Frequency:</b> Once <b>Intended Impact:</b> Teachers will increase instructional strategies used.
Sep-16	May-17	Professional Development given as needed as identified by focus walks and plan book review <b>Responsible:</b> Administrator <b>Participants:</b> All teaching staff and instructional coaches <b>Frequency:</b> Monthly <b>Intended Impact:</b> to provide specific strategies for teachers to use
Sep-16	May-17	Collect data on the use of adopted strategies as identified utilizing a rubric for focus walks and plan book review. <b>Responsible:</b> Administrator <b>Participants:</b> All teaching staff <b>Frequency:</b> weekly <b>Intended Impact:</b> to provide specific strategies for teachers to use
Sep-16	17-May	Share data with all teaching staff in order to provide feedback on progress. <b>Responsible:</b> Administrator <b>Participants:</b> All teaching staff <b>Frequency:</b> Monthly <b>Intended Impact:</b> to help monitor the use of specific strategies and provide feedback.


**Tenet 5: Student Social and Emotional Developmental Health**

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	In order to address the social and emotional development of students the school community needs to design systems that result in healthy relationships and emotional development of students. According to the School Performance Scan survey, only 61% of teachers feel that our Student Services Team provides key support to our students and 65.9% feel that we have an effective system for student social-emotional health, and that our students have people to "go to" for discussing problems and concerns. In the Student Voice Survey, the two items scoring the lowest percentage were "I feel safe in my school "and "my teachers care about me." In order to address the social and emotional development needs of the students we
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By October 2016 and June 2017 60% and 90% respectively, of school staff is expected to follow the designed systems for identifying, promoting and supporting the social and emotional development of students based on evidence collected by the school administrator, Teacher on Special Assignment and School Counselor in conjunction with other school staff. As a result, we as a school will benefit in reducing disciplinary referrals in areas of disruptive student conduct by 50%, due to relationship/student engagement building components built in.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals VADIR data
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Oct-16	May-17	B.E.S.T. (Basic Emotional Skills Training), serviced by Niagara County Mental Health, will work with Pre-K through 6th grade classrooms teaching tolerance. (6 week program) <b>Responsible:</b> Principal, School Counsellor B.E.S.T. program <b>Participants:</b> All teaching staff and students <b>Frequency:</b> 6 times per class <b>Intended Impact:</b> Increase children's ability to problem solve
Sep-16	May-17	Pre-test and Post test all students using the B.E.S.T. assessment to monitor growth in tolerance towards others. <b>Responsible:</b> All teaching staff <b>Participants:</b> All Students <b>Frequency:</b> Once <b>Intended impact:</b> For students to demonstrate increased tolerance towards others.
Sep-16	Oct-16	Identify At-Risk students using a referral process which includes teacher input and previous years discipline/suspension data. <b>Responsible:</b> All staff <b>Participants:</b> All staff <b>Frequency:</b> Ongoing <b>Intended Impact:</b> To be able to provide extra support to at risk students.
Sep-16	Dec-16	Pairing students at risk with adult mentors <b>Responsible:</b> All staff <b>Participants:</b> Identified students and mentors on staff <b>Frequency:</b> weekly or more as needed <b>Intended Impact:</b> to provide students with a positive relationship and interaction that will provide support for social-emotional well being.




## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	As evidenced by lack of participation in the Family Engagement Survey, we need to reach out to families to foster positive communication structures with parents and families. 65% of staff in the School Performance Scan indicated that they contact families on a routine basis, not just in times of concern. 57.2% of students in the Student Voice Survey indicate that their teacher sends notes home to their families. As a result we have found that we need to increase the frequency of positive communication with families.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By May 2017, 100% of staff are expected to have positive samples of communication vehicles in place, implemented, and documented as related to parent survey.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	parent/teacher communication survey Positive Communication Log

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-16	Sep-16	Brainstorm positive communication strategies for teachers to use with families <b>Responsible:</b> All staff <b>Participants:</b> all staff <b>Frequency:</b> once <b>Intended Impact:</b> To compile a list of effective, positive communication strategies
Oct-16	May-17	Choose a minimum of 5 strategies from the brainstorming session. <b>Responsible:</b> All staff <b>Participants:</b> All staff <b>Frequency:</b> Ongoing <b>Intended impact:</b> Teachers will use positive communication strategies with families.
Sep-16	May-16	Teachers will contact families with positive information at least once a year per student. <b>Responsible:</b> All staff <b>Participants:</b> All staff <b>Frequency:</b> Ongoing <b>Intended impact:</b> Teachers will use positive communication strategies with families.
Sep-16	May-17	Teachers will keep a communication log indicating how often they have positively communicated with each students family. <b>Responsible:</b> All staff <b>Participants:</b> All staff <b>Frequency:</b> Ongoing <b>Intended impact:</b> Teachers will utilize positive communication strategies with families and collect data to show the frequency.
May-17	Jun-17	Conduct a parent/teacher communication survey asking parents to identify the number of times they received positive feedback from their child's teacher, rewarding each student that brings it in with ice cream. <b>Responsible:</b> Principal Dean & Counselor <b>Participants:</b> Student families <b>Frequency:</b> Once <b>Intended Impact:</b> To compile data on positive communication with families.

