



**Re-Identified Focus Schools**  
(applicable to schools that were identified as Focus during the 2014-2015  
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**

**(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: Whole School Reform Model**

**(Applicable to schools that were identified as Priority during the 2012-2016 identification period)**

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>

### **1. New School Design and Educational Plan**

**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.

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**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.

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**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.

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**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.

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## **Priority Schools: Expanded Learning Time Plan**

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student 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.**

**D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the 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.**

**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.**

**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.**



### Common Leading Indicators Worksheet

<b>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.</b>	<b>Tenet 2</b>	<b>Tenet 3</b>	<b>Tenet 4</b>	<b>Tenet 5</b>	<b>Tenet 6</b>
Student Growth Percentile for Low-Income Students		Y	Y		
Student Average Daily Attendance				Y	Y
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 ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered	Y	Y			
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"	Y	Y	Y		
Teacher Attendance at Professional Development	Y	Y	Y		
Parent Attendance at Workshops					
Parent Participation in District/School Surveys	Y				Y
Lesson Plan Review Rubric		Y	Y		
Walk-Through Tool /Look for Check List	Y		Y		
Danielson Rubric	Y		Y		
DDI Action Plan Monitoring Tool (Minutes, Sign-in sheets, Groups, Daily Targets Summary Sheets, etc)	Y	Y			
Parent Survey and Parent Questionnaires					Y
Home/ School Teacher Contact Log					Y

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and</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</b>	
<b>B2. DTSDE Review</b>	

<b>C1. Needs Statement:</b> <b>Create a clear and concise statement that addresses the primary need(s) to be</b>	To create a data driven school community where high quality of instruction exists throughout the school a commitment to the core values and priorities outlined in our School Comprehensive Educational Plan is needed by all stakeholders. The School Performance Scan Survey indicated that only 47.6% of staff members believe we use a school wide plan aligned to SMART goals to guide our work. The need for a school wide data system providing specific actionable feedback to staff ensures meaningful connections to our Vision, Mission and SMART goals and a structure to guide, monitor and address the instructional practices incorporated by staff is required to make sustained academic gains. This year we will look to our
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<b>D1. SMART Goal:</b> <b>Create a goal that directly addresses the Needs Statement. The goal should be</b>	By June 2017, the school leader will ensure that 90% of teachers and staff align their instructional practices and core beliefs to the School's SMART goals outlined in the School Comprehensive Educational Plan, as evidenced by data collected using Data Monitoring Systems in <u>all</u> Tenet areas. ( Curriculum and Development, Teacher Practices, Student Social and Emotional Health , Family and Community Engagement)
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to</b>	Belief Statements Staff and Family Survey School Walk through Tool DDI Action Monitoring Tool

<b>E1. Start Date:</b> <b>Identify the projected start 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>
9/1/2016	Presentation of SCEP Plan with SMART Goals to all staff by Leadership Team at Opening Faculty Meeting with a discussion for the need to revisit the Mission and Vision to ensure and explain the alignment of our School's SMART goals to all stakeholders. <b>Responsible</b> : Leadership Team and School SCEP Members; <b>Participants</b> : All Staff; <b>Frequency</b> : 1X; <b>Intended Impact</b> : Staff introduction to SCEP and SMART goals.
9/6/2016	Development of Belief Statements from SMART goals for all Tenets. <b>Responsible</b> : Leadership Team, <b>Participants</b> : Teachers, Staff, Students, Parents . <b>Frequency</b> : 1X; <b>Intended Impact</b> : Collective Understanding of SMART goals and what they represent for our School.
9/1/2016	On going Grade Level Meetings , weekly electronic Information updates, and informational flyers regarding the Mission, Vision and SMART goals sent to all stakeholders. Highlighting what it means for our school community (Teachers, Parents and Students). <b>Responsible</b> : Leadership Team, SCEP School Improvement Team ; <b>Participants</b> : All stakeholders; <b>Intended Impact</b> : The buy in and understanding of our School Comprehensive Educational Plan and a collaborative attainment of the goals found in the SCEP.
9/15/2016	Formation of Mission /Vision /SMART goals/ Belief Statements Communication Team through our School Quality Council. <b>Responsible</b> : School Quality Council ; <b>Participants</b> : SQC Members, Parents and Teachers, Community Members, <b>Frequency</b> : Monthly at SQC Meetings. <b>Intended Impact</b> : Vision/Mission/ Beliefs posted and communicated to all stakeholders.
11/20/2016	Presentation of Communication Posters, for Mission, Vision, SMART Goals and Belief Statement. Completed by SQC Mission /Vision/SMART goals/ Beliefs Sub Committee. <b>Responsible</b> : Sub committee Members ; <b>Participants</b> : All Stakeholders; <b>Frequency</b> : 1X; <b>Intended Impact</b> : All stakeholders receive Vision/Mission /SMART goals and Belief Statements posted throughout school.

1/15/2017	Mid -year review of all SMART goal data collected through Data Systems [i.e. Instructional systems (Lesson plan Template /Instructional Strategies Observed with Walk Through Tool / Feedback Support system) Positive Behavior system and Positive Family Communication System} <b>Responsible :</b> Principal, Dean, all Committee Members; <b>Frequency;</b> 1X <b>Intended Impact:</b> Monitor implementation of SMART goals and determine growth towards attainment of goals. Modify, Adjust if necessary. Professional Development scheduled if data indicates.
2/1/2017	Distribution of Mid -Year review information of attainment of SMART goals distributed to staff. Recommendations and suggestions gathered. <b>Responsible :</b> Principal and School SCEP Committee Members ; <b>Participants:</b> All Staff; <b>Frequency:</b> 1X; <b>Intended Impact:</b> Celebration of Progress towards SMART goals.
6/1/2017	Staff Survey distributed to all teachers to determine if teachers believe the SMART goals found in our SCEP successfully guided our work this School Year. <b>Responsible:</b> Leadership Team; <b>Participants:</b> Teaching Staff, <b>Frequency:</b> 1X; <b>Intended Impact:</b> Achieve an improved score for staff knowing SMART goals and what they mean to Hyde Park Staff and Students.
6/1/2017	Family Survey distributed to Families and students regarding Mission, Vision, SMART Goals and Belief Statements. <b>Responsible :</b> SCQ Communication Committee ; <b>Participants:</b> All Parents and students. <b>Frequency:</b> 1X; <b>Intended Impact:</b> Data regarding parent and student understanding of Mission, Vision and Smart goals.
6/1/2017	Review of Smart Goals and Year End Family Survey distributed to staff, parents and students. <b>Responsible:</b> Leadership Team, SQC Committee; <b>Participants;</b> Leadership Team and SQC committee Members; <b>Frequency:</b> 1x; <b>Intended Impact:</b> Attain an improved score in areas of Mission, Vision, and SMART goal questions on survey.

### 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</b>	
<b>B2. DTSDE Review</b>	
<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to</b>	Teachers' lesson plans lack consistency with regard to the use of data to create informed, differentiated lesson plans. Teachers inconsistently set daily targets and monitor with students if those targets are being met at the end of their lessons. The School Performance Scan Survey data indicate only 37.9% were trained in data driven inquiry. Only 45.2% of teachers feel we use data protocols at grade level to support our work when reviewing student work. As a result, students inconsistently receive instruction that is aligned to their specific needs. Teachers need training to use standard data protocols on a regular basis to initiate and differentiate instruction.
<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific</b>	By December 2016 and April 2017, 50% and 85% of staff, respectively, will use a DDI protocol to differentiate instruction, as well as incorporate best practice strategies in their daily instruction, as evidenced by targeted walk through "Look Fors" gathered while observing instruction and as indicated in teacher's lesson plans reviewed formally 2X per year. (December and April)
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to</b>	Student Growth Percentile for Economically Disadvantaged Students, Attendance Roster At Professional Development and bi-weekly Planning Grade Level Meetings Teachers rated as Effective or Highly Effective for lesson differentiation strategies /Look Fors Check List Lesson Plan Review Rubric <span style="float: right;">Teacher</span>
<b>E1. Start Date: Identify the projected start 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>
9/1/2016	Presentation to Staff at Opening Faculty meeting on Data Driven Inquiry, DDI followed by the development and distribution of DDI Meeting Calendar for the year. <b>Responsible</b> : Leadership Team; <b>Frequency</b> : 1X ; <b>Participants</b> : Leadership Team and Grade Level Teachers; <b>Intended Impact</b> : all teachers build an understanding of how to use data to plan instruction to meet the needs of students and devise a set schedule for the planning sessions.
9/6/2016	Throughout the month of September the plan for using Data as the driving force for differentiated instruction will be presented in depth to all teaching staff at Grade Level Meetings . <b>Responsible</b> : Coaches and Principal; <b>Participants</b> : School Teaching Staff, <b>Frequency</b> : several times as needed until all grade levels receive Professional Development Session on DDI. <b>Intended Impact</b> : Understanding of process and protocols that will be used to look at data, and how to plan using the data.
9/1/2016	Select/Modify or Develop a Lesson Review Template to use in lesson plan and lesson review. (i.e. Tristate rubric (Equip) other or modify one) <b>Responsible</b> : Principal, Leadership Team , School Improvement Team, Teachers, Vertical and Horizontal Teams ; <b>Participants</b> : All Teachers; <b>Frequency</b> - Use 2X a year for school wide lesson plan review ; <b>Intended Impact</b> : common outline for lessons (common agreed upon must haves for instruction).
9/30/2016	All teachers will be given data pertaining to their classroom performance on assessments (Aims web/NWEA, Mobymax, NYS and gather formative assessment data etc.) in order to begin writing plans that provide differentiation within their lessons; <b>Responsible</b> - Data Team, All instructional staff; <b>Participants</b> - All instructional staff, <b>Frequency</b> - Bi-weekly ; <b>Intended Impact</b> - the teacher will write meaningful lessons that address the needs of all the students .

10/1/2016	On going Grade Level Meetings with Professional Development on Data Driven Instruction and using best practices to achieve the instructional shifts required to achieve the rigor of the CCLS. <b>Responsible:</b> Leadership Team; <b>Participants:</b> All Teachers; <b>Frequency :</b> bi-weekly; <b>Impact:</b> Ensure rigorous CCLS data driven lessons developed that focus on the needs of students with clear daily targets written.
10/1/2016	Using common data (formative and Summative) teachers will create flexible groups in their classrooms/or across grade levels to meet the needs of all subgroups; <b>Participants:</b> Teachers; <b>Frequency-</b> Bi-weekly review of data; <b>Intended Impact</b> - Specific targeted instruction to meet needs of all students.
10/1/2016	To see the vertical alignment of the CCLS and make connections 1 Meeting per Semester( 2 per year) must be cross grade level (vertical ) with an effort to include Special Area Teachers (to look at integration/connections) <b>Responsible :</b> Leadership Team; <b>Participants:</b> all Teachers; <b>Frequency:</b> 2x Per Year. <b>Impact:</b> Alignment of lessons highlighting skills per grade level and gaps.
10/1/2016	Lesson plans will be reviewed formally 1 time per semester 2x per year and must be available for review when monthly walkthroughs occur. Supportive feedback highlighted and given back to teachers. <b>Responsible :</b> Principal; <b>Participants:</b> Principal and Staff; <b>Frequency:</b> every 2 Weeks/ after bi-monthly planning sessions; <b>Intended Impact:</b> Clear daily targets set with differentiated lessons to meet the needs of all subgroups and incorporating specific instructional strategies.
10/1/2016	Review of Interim assessment questions (or NYS Annotated Questions) , backwards planning, daily target setting, formative assessment creation to prepare for local and state assessments. <b>Responsible:</b> Leadership Team; <b>Participants:</b> All Teachers; <b>Frequency:</b> 1X after each Assessment ; <b>Impact:</b> Data per subgroup for planning.
12/1/2016	Monitoring will be conducted by the administration using lesson review template , classroom observations, Plan Book Review Tool and Classroom Look Fors. ; <b>Responsible</b> - Principal; <b>Participants</b> - All instructional staff; <b>Frequency</b> - 2 x/year; <b>Intended Impact-</b> lesson plans that address the individual needs of the classroom subgroup population
1/1/2017	Review Mid Year Data to identify student instructional gaps for groups and develop an instructional plan including an Extended Learning Day Program for identified students and sub-groups. <b>Responsible:</b> Leadership Team; <b>Participants:</b> 2-6 Teachers; <b>Frequency:</b> 1X; <b>Impact:</b> Extended Learning Program developed to address student gaps and increase student achievement.
1/1/2017	Review data collected from lesson review template . <b>Responsible:</b> Principal and staff; <b>Participants:</b> Principal and staff; <b>Frequency:</b> one time; <b>Intended Impact:</b> Determine if data collected throughout the year indicates bi-monthly planning sessions increased differentiation and other best practices as evidenced in teachers plans and daily instruction.
6/1/2017	Survey given to Staff regarding their use of DDI to plan instruction to better meet the needs of all subgroups. <b>Responsible:</b> Leadership Team; <b>Participants:</b> Teachers; <b>Frequency:</b> 1X; <b>Impact:</b> A measurement to determine Teacher understanding and use of DDI to plan instruction.

## Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and</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</b>	
<b>B2. DTSDE Review</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</b>	To address the gap between what students know and need to learn, teachers need to engage in agreed upon research based and instructional best practices. Monitoring needs to be conducted by the administration during bi-weekly walk-throughs. There needs to be a walk-through tool to document evidence of HOTS, student engagement, grouping, teacher feedback to students, differentiation, etc. The School Performance Scan survey indicated that only 67.7% of teachers utilize a variety of instructional avenues so that students have multiple opportunities to access and learn a rigorous CCLS curriculum. Only 56.3% of teachers indicated that classes in this school can be characterized as "students involved in higher level thinking." In the Student Voice Survey, only 55.5% of students in this school believed that they worked with partners or groups within their classrooms. In order to address these deficiencies in instruction , the administrator needs to offer constructive feedback and coaching to teachers regarding their use of research based - instructional best practices in the classroom.
<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be</b>	By Jan. 1 and June 1 of 2017, monthly walkthrough data will indicate, 50% and 80%, respectively, a shift in the instructional practices (Learning Targets Posted, Higher Level Questioning Used , Student Engagement Strategies Used, Using Assessment In Instruction) observed in classrooms promote high levels of student engagement and inquiry and is the direct result of well designed differentiated lessons, as evidenced by the monthly walkthrough data collected.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to</b>	Student Growth Percentile for Low-Income Students Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development Lesson Plan Review Rubric
<b>E1. Start Date: Identify the projected start 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>
9/1/2016	A data collection tool will be researched/or developed to use for monthly classroom walkthroughs intended to look at instructional practices. <b>Responsible:</b> Principal; <b>Participants:</b> Leadership Team and teachers; <b>Frequency:</b> one time (with revisions at a later date); <b>Intended Impact:</b> Increased use of instructional best practices by teachers in all classrooms such as HOTS, student engagement, grouping, teacher feedback to students, etc.
9/1/2016	A feedback form will be selected to give teachers after all walkthroughs providing actionable feedback in regards to evidence of HOTS, student engagement, grouping, teacher feedback to students, etc. . <b>Responsible :</b> Principal; <b>Frequency:</b> Monthly ; <b>Participants:</b> All teachers; <b>Intended Impact:</b> Usable feedback for teachers giving recommendations, suggestions and coaching to incorporate the best research based instructional practices in their classrooms.
9/1/2016	Staff Presentation on the Lesson Review /Walkthrough Observation Tool. Presentation given by Leadership team. <b>Responsible :</b> Leadership Team; <b>Participants:</b> All Teachers; <b>Frequency:</b> 1X; <b>Impact:</b> Staff understand components of tool and best practices listed.
9/1/2016	Create a schedule for walk-throughs. <b>Responsible:</b> Principal; <b>Participants:</b> Principal and classroom teachers; <b>Frequency:</b> one time; <b>Intended Impact:</b> Principal has a plan to observe all classrooms at least monthly.
9/14/2016	Conduct first baseline walkthrough using data collection walkthrough tool. <b>Responsible:</b> Principal and Coaches; <b>Frequency :</b> 1X; <b>Participants:</b> all Teachers; <b>Intended Impact:</b> Gather a baseline for classroom instructional practices used and differentiation strategies incorporated.

9/1/2016	Staff will receive PD on all categories (expectations) found in the walkthrough tool. <b>Responsible:</b> Principal and coaches; <b>Participants:</b> All staff; <b>Frequency:</b> once or twice depending on staff need; <b>Intended Impact:</b> teachers will be aware of requirements and expectations related to the walk-through observation tool.
9/30/2016	Conduct walk-throughs. <b>Responsible:</b> Principal; <b>Participants:</b> Principal, classroom teachers; <b>Frequency:</b> monthly per classroom; <b>Intended Impact:</b> Teachers receive actionable feedback to make adjustments to lessons taught so that student performance and engagement improve/increase.
10/15/2016	Ongoing walkthroughs using walk through tool to identify instructional teaching practices being used. Monitoring if lesson plans developed at DDI Meetings address the needs of all subgroups. Actionable Feedback given to all staff after walkthroughs. <b>Responsible:</b> Principal;; <b>Frequency:</b> 1 Monthly per teacher; <b>Participants;</b> All Classroom Teachers; <b>Intended Impact:</b> Actionable Feedback for teachers to use to improve instruction.
12/1/2016	Review data collected on walkthrough tool and provide staff with professional development and coaching on all areas identified as in "need of improvement" during walk-through observations. <b>Responsible:</b> Principal , coaches, peers; <b>Participants:</b> all staff; <b>Frequency:</b> on -going depending on staff need; <b>Intended Impact:</b> Teachers will be provided with ongoing professional development opportunities that build their understanding of best practices .
6/1/2016	Review of Walkthrough data. Reflection on data collected. <b>Responsible:</b> Principal and staff; <b>Participants:</b> Principal and staff; <b>Frequency:</b> one time; <b>Intended Impact:</b> Recommendations for changes to process(walkthrough tool and Walkthrough Monthly Plan). Recommendations for Professional Development needed to enhance instructional strategies to use for the next school year. List + and -.
6/1/2017	Survey to Teachers on actionable Feedback and the Professional Development they received during the school year to guide and support the shift in their instructional practices. <b>Responsible:</b> Leadership Team; <b>Participants:</b> All Teachers; <b>Frequency:</b> 1X; <b>Intended Impact :</b> A means to measure the impact of the feedback and Professional Development had on teacher's practices.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental</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</b>	
<b>B2. DTSDE Review</b>	

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to</b>	The school does not have a building plan regarding behavior so students and staff are not aware of expectations and procedures for preventing and addressing student behavior that interferes with instruction. The school also does not have a social/ emotional curriculum that addresses social/emotional developmental health. The School Performance Scan survey indicates only 3.1% of teachers think that student behavior does not interfere with instruction. Student behavior referrals are approximately 20 per day resulting in lost instructional time for students. Many of these referrals are sent without documentation regarding why they are being sent to the office.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement.</b>	By September 30, 2016, the school will create and implement a building-wide positive behavior plan and tracking system that addresses behavioral expectations and procedures for addressing and preventing student behavior that interferes with instruction, resulting in a 25% decrease in office referrals for the year. The plan will also focus on reducing by 10% from 2015/2016 the number of students who have more than 2 referrals. (repeat offenders)
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to</b>	Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

<b>E1. Start Date: Identify the projected start 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>
9/1/2016	Committee formed to create building behavior management program including members from classroom teachers, administration, support staff, and special areas. <b>Responsible-</b> Positive Behavior Committee members; <b>Participants:</b> Positive Behavior Committee members; <b>Frequency:</b> until task is completed then Monthly; <b>Intended Impact:</b> writing the building-wide plan will create a dialogue about consistent building-wide procedures.
9/1/2016	Select key phrases and standard procedures to use in all areas of the school; <b>Responsible-</b> Principal and Dean, PB Committee ; <b>Participants -</b> All Teachers; <b>Frequency-</b> 1X; <b>Intended Impact-</b> Agreed upon common Language and procedures established to use for the school
	Develop a data tracking system to track detailed referral data , track type of referrals, time of day, location etc. <b>Responsible :</b> Dean and Positive Behavior Committee; <b>Participants:</b> Positive Behavior Team Members, Teachers and Staff; <b>Frequency:</b> 1 initially and review quarterly; <b>Intended Impact:</b> Information to use to make adjustments or recommendations to staff to reduce the number and type of incidents.
9/1/2016	Distribute information to teachers, staff and students through Grade Level Meetings and classroom visitations. <b>Responsible:</b> Dean, Counselor, Positive Behavior Committee Members Student Leaders; <b>Participants:</b> All Teachers, Staff, Students; <b>Frequency:</b> 1x ; <b>Intended Impact :</b> All stakeholders receive information and recognize key phrases and components of the Positive Behavior Program.
10/1/2016	Use Monthly question/Feedback forms to gather suggestions, recommendations and + and - of behavior Management program. <b>Responsible :</b> Dean, Counselor, Positive Behavior Committee Members, Student Leaders; <b>Participants:</b> all Teachers, Staff and Students. <b>Frequency :</b> Monthly; <b>Intended Impact :</b> Information to make adjustments to program if needed.



10/1/2016	Implement a Social and Emotional Health Program school wide by Northpointe Council and Erie County Mental Health Association. <b>Responsible-</b> Dean and Counselor/ Northpointe and Erie County Mental Health Association Members; <b>Participants-</b> All Teachers, Staff and Students; <b>Intended Impact-</b> will implement a social/emotional developmental health plan in all k-6 classrooms to positively impact students' social/emotional developmental and resulting in higher achievement.
11/1/2016	Review of discipline data; <b>Responsible-</b> Dean and Positive Behavior Committee Members; <b>Participants:</b> all staff; <b>Frequency:</b> 1x Every Quarter; <b>Impact:</b> to refine and adjust Positive Behavior School Wide Program to make positive improvements to school environment.
1/1/2017	Mid year review of Social and Emotional Program. Post Test Assessment given to K-2 students by Erie County Health Department. <b>Responsible:</b> Dean, Counselor , Positive Behavior Committee; <b>Participants-</b> All Staff; <b>Frequency-</b> 1X ; <b>Intended Impact-</b> Make any improvements, adjustments, additions needed to School wide Program
2/1/2017	Mid - Year Positive Behavior Assembly to celebrate Social Emotional Program themes. <b>Responsible</b> - Dean and Counselor, Positive Behavior Members; - <b>Participants:</b> All Teachers, Staff and Students; <b>Frequency-</b> 1X ; <b>Intended Impact</b> - Student understanding and acceptance of school positive behavior and social and emotional health program components.
2/1/2017	Monthly Review of Data and suggestions from students and Teachers; <b>Responsible:</b> Positive Behavior Committee; <b>Participants;</b> All Teachers and Students; <b>Frequency;</b> Monthly; <b>Intended Impact;</b> Positive impact on students behavior with decrease in discipline referrals
6/1/201	Post Test given to 3-6 students by North Pointe on Behavior/Social Emotional Health. <b>Responsible:</b> Counselor and Dean. <b>Participants :</b> All grade 3-6 Students and Teachers; Frequency: 1x; <b>Intended Impact:</b> Data to use to monitor/review student growth in the Social/Emotional Health Areas.
6/30/2017	Final review of all data (discipline, Student Surveys , Pre-Post Tests and Teacher Questionnaires. <b>Responsible:</b> Dean and Counselor, Positive Behavior Committee; <b>Participants:</b> Dean, counselor, PBS Committee; <b>Frequency:</b> 1X; <b>Intended Impact:</b> Data to use to determine if student growth occurred and to make adjustment if needed for next year's programs.

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community</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</b>	
<b>B2. DTSDE Review</b>	

<b>C1. Needs Statement:</b>	A school is only as strong as its' relationship with its' community. We need to build a strong relationship between the school community and families.
<b>Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to</b>	We need to develop a manner in which to pass along grade level materials and data to parents/families. As a school we need to discuss positive aspects of a students behavior as well as negative. On the School Performance Scan survey, only 37.2% of staff noted, "we contact families on a routine basis, not just in times of concern." Only 25% of staff noted that "our quality/frequency of communication with families is sufficient." There is a need to have more open and consistent communication with families.

<b>D1. SMART Goal:</b>	By January 2017 and June 2017, of parents responding to a survey, 40% and 80%, respectively, will respond that they have received a note/call from their child's teacher highlighting a positive action or achievement. By June 2017, as a result of positive communication 80% of parents will respond positively on the end of year Parent Survey that parents and the school are partners in their child's academic and social emotional growth .
<b>Create a goal that directly addresses the Needs Statement. The goal should be</b>	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to</b>	Student Average Daily Attendance Parent Participation in District/School Surveys Parent Survey and Parent Questionnaires

<b>E1. Start Date:</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>
<b>Identify the projected start date for each activity.</b>	
8/1/2016	Develop and distribute a "Need and Interest Questionnaire" to give to families at school Open-House: <b>Responsible</b> - Family and Community Engagement Committee; <b>Participants</b> - Teachers and parents; <b>Frequency</b> - 1X; <b>Intended Impact</b> - to better understand and meet the needs of the families we serve
9/1/2016	Make teachers aware of parent/family communication positive contact plan; <b>Responsible</b> - leadership team; <b>Participants</b> - Leadership Team; <b>Frequency</b> - 1X; <b>Intended Impact</b> - to let teachers know that there is a new positive parent/family contact plan/log in place.
9/1/2016	Meet and analyze the data and develop our monthly family nights; <b>Responsible</b> - Family and Community Engagement Committee; <b>Participants</b> - Family Community Engagement Committee; <b>Frequency</b> - 1x; <b>Intended Impact</b> - to create events that will address the needs of our families
9/1/2016	Create contact log sheet ; <b>Responsible</b> - Family Involvement Team; <b>Participants</b> : All Teachers and Staff; <b>Frequency</b> - Monthly; <b>Intended Impact</b> : Tool for teachers to track family positive contacts made throughout the year.
10/1/2016	Distribute the Family Activity Calendar to families: <b>Responsible</b> - FCE Committee, <b>participants</b> - families/students/teachers, <b>Frequency</b> - 1X, <b>Intended Impact</b> - to make families aware of events that are going on at the school
1/30/2017	Create questionnaire to parents regarding positive communication and suggestions for improving parent/school communication. <b>Responsible</b> : SQC Family communication Team; <b>Participants</b> : Teachers and Parents, <b>Frequency</b> ; one time ; <b>Intended impact</b> - Mid year data to use for positive communication program to make adjustments if needed.
10/1/2016	Staff will contact at least 5 students' families per month to offer positive feedback on the students' performance or achievement. <b>Responsible</b> - All instructional staff, <b>Participants</b> - All instructional staff, <b>Frequency</b> - Monthly, <b>Intended Impact</b> - Improvement of school/family relationships
10/1/2016	Collect Monthly Log: <b>Responsible</b> - Principal; <b>Participants</b> - all instructional staff; <b>Frequency</b> - Monthly, <b>Intended Impact</b> - to insure that positive home connections are being conducted monthly by all staff

2/1/2017	Mid-Year Celebration: <b>Responsible</b> - School Celebration Committee; <b>Participants</b> - parents/students/teachers; <b>Frequency</b> - 1X; <b>Intended Impact</b> - To encourage a positive partnership for learning with our families
6/1/2017	End of year Parent survey. <b>Responsible:</b> School Leaders; <b>Participants:</b> All Families; <b>Frequency:</b> 1X; <b>Impact</b> : Data to determine success of Positive Communication Program