| LEA Name: | |
|---|---|
| LEA BEDS Code: | |
| School Name: | Henry J. Kalfas Magnet School |

**ENTER DATA INTO ALL YELLOW CELLS.**

# 2016-2017 School Comprehensive Education Plan (SCEP)

| Contact Name | Italo J. Baldassarre | Title | Principal |
|---|---|---|---|
| Phone | (716) 278-9180 | Email | ibaldassarre@nfschools.net |
| Website for Published Plan | www.nfschools.net | | |

**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.**

| Position | Signature | Print Name | Date |
|---|---|---|---|
| Superintendent | | | |
| President, B.O.E. / Chancellor or Chancellor's Designee | | | |

X

X

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X

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# Statement of Assurances

**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.

# School Leadership Team

**SCHOOL LEADERSHIP TEAM:** The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCE

**Instructions:** List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide should be added as necessary.

| Meeting Date(s) | Locations(s) | Meeting Date(s) |
|---|---|---|
| July 7, 2016 | Henry J. Kalfas Magnet School | |
| July 11, 2016 | Henry J. Kalfas Magnet School | |
| | | |
| | | |
| | | |

| Name | Title / Organization |
|---|---|
| Italo J. Baldassarre | Principal/NFCSD |
| Dr. Deana Stevenson | OEE/PLC Associates |
| Tom Fisher | Dean of Students/NFCSD |
| Mary Pogel | Teacher /NFCSD |
| Colleen Caprio | Instructional Coach/NFCSD |

Commissioner's Regulations. Participants who are regularly
 included.  By signing below, stakeholders ascertain that,
P.

dates and locations of Local Stakeholder meetings.  Boxes

| Location(s) |
| --- |
|  |
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| Signature |
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# School Information Sheet

| School Information Sheet | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Configuration | PK-6 | Total Student Enrollment | 442 | % Title I Population | 100 | % Attendance Rate | 94 |
| % of Students Eligible for Free Lunch | 81 | % of Students Eligible for Reduced-Price | 3 | % of Limited English Proficient Students | 0 | % of Students with Disabilities | 15 |

| Racial/Ethnic Origin of School Student Population | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| % American Indian or Alaska Native | 3 | % Black or African American | 58 | % Hispanic or Latino | 6 | % Asian, Native Hawaiian / Other Pacific Islander | 0 | % White | 20 | % Multi-Racial | 11 |

| School Personnel | | | | | | | |
|---|---|---|---|---|---|---|---|
| Years Principal Assigned to School | 1 | # of Assistant Principals | 0 | # of Deans | 1 | # of Counselors / Social Workers | 1 |
| % of Teachers with **NO** Valid Teaching Certificate (Out of Compliance) | 0 | % of Teachers Teaching Out of Certification Area | 0 | % Teaching with Fewer than 3 Years of Experience | 3 | Average # of Teacher Absences | 7.5 |

| Overall State Accountability Status | | | | | | | |
|---|---|---|---|---|---|---|---|
| Priority School | N | Focus School Identified by a Focus District | Y | SIG 1003(a) Recipient | N | SIG 1003(g) Recipient | N |
| Identification for ELA? | | Identification for Math? | | Identification for Science? | | Identification for High School Graduation Rate? | |
| ELA Performance at Level 3 and Level 4 | 12% | Math Performance at Level 3 and Level 4 | 14% | Science Performance at Level 3 and Level 4 | 79% | Four-Year Graduation Rate (HS Only) | |
| % of 1st Year Students Who Earned 10+ Credits (HS Only) | | % of 2nd Year Students Who Earned 10+ Credits (HS Only) | | % of 3rd Year Students Who Earned 10+ Credits (HS Only) | | Six-Year Graduation Rate (HS Only) | |
| Persistently Failing School (per Education Law 211-f) | | Failing School (per Education Law 211-f) | | | | | |

# School Information Sheet

| | 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 |
| | 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 |
| | 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 | | |

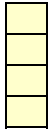| | Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective |
|---|---|
| | Limited English Proficient |

**1. R**

**2. R**

**3. R**

**4. R**

**5. R**

**6. Id**

# 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:

**ate 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.)

**ate 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.)

**ate 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.)

**ate 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.)

**ate 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.)

**lentify 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 <span style="color:red">PREVIOUS YEAR'S</span> 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 <span style="color:red">CURRENT YEAR'S</span> plan:**

• **List the highlights of the initiatives described in the current SCEP.**

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

• **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.**

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

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

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

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

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

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

• **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.**

# Re-Identified Focus Schools

## (Applicable to schools that were identified as Focus during the 2012-2013 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 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.**

**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.

## 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 therof that have occurred since the 2015-16 plan.

**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.

# 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**

# 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

| 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 |
|---|---|---|---|---|
| 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) | X | | | |
| Student Discipline Referrals | X | | | X |
| Student Truancy Rate | | | | |
| Student Performance on January Regents Exams | | | | |
| Student Participation in ELT Opportunities | | | | |
| Minutes of Expanded Learning Time (ELT) Offered | | | | |
| Teacher Average Daily Attendance Rate | X | | | |
| Teachers Rated as "Effective" and "Highly Effective" | X | X | X | |
| Teacher Attendance at Professional Development | X | | X | X |
| Parent Attendance at Workshops | | | | |
| Parent Participation in District/School Surveys | X | | | |
| Classroom visits/observation tool | X | X | X | |
| Agenda/minutes for grade level meetings | X | | | X |
| Identification of Greatest Areas of Need | X | X | X | |
| Professional development opportunities | X | | X | X |
| Teacher use of formative and summative assessment data | X | X | X | |
| Lesson Plans and Artifacts | X | X | X | |
| Flexible classroom grouping observed | X | X | | |
| Formal teacher observations | X | | X | |
| School leader stated/posted expectations | X | | | X |
| Minutes of School Culture Committee work | X | | | X |
| Development of a school counseling plan | X | | | X |
| Implementation of curriculum | X | | | X |
| Measures of parent perception/needs assessment | X | | | |
| Embedded curriculum based activities | X | | | X |
| Community updates | X | | | |
| Increase in Adopt-A-School partnerships | X | | | |

| Tenet 6 |
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# Tenet 2: School Leader Practices and Decisions

| Tenet 2 - School Leader Practices and Decisions | 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. |
|---|---|
| **B1. Most Recent DTSDE Review Date:** | |
| **B2. DTSDE Review Type:** | |
| **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.** | To 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, primary needs, according to the IIT Review are for the School Leader to communicate expectations and provide timely feedback and support based on data collected during walkthroughs to ensure that: lessons have clear learning objectives and regular checkpoints throughout and at the end of lessons; teachers use information collected during lessons to modify the following lesson to take into account student starting points; teachers and students demonstrate courteous relationships; and that teachers take an active roll in the management of student behavior in their classrooms. According to the School Performance Scan, only 48.4% of teachers felt that the school leaders frequently visited classrooms and conducted informal walkthroughs.  Similarly only 48.4% of teachers felt that the school employed a school-based plan with specific SMART goals to guide their work. |
| **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.** | By September 2016, the School Leader will conduct daily walkthroughs and provide weekly feedback based on data collected using established written tools and monthly grade level meetings to monitor the implementation of at least one of the following areas: that lessons have clear learning objectives and regular checkpoints throughout and at the end of lessons; that teachers use information collected during lessons to modify the following lesson to take into account student starting points; that teachers and students demonstrate courteous relationships; and that teachers take an active roll in the management of student behavior in their classrooms.  Walkthrough and feedback tools will be utilized to inform) |
| **D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.** | Classroom visits/observation tool; Lesson Plans and Artifacts; Teacher use of formative and summative assessment data; Flexible grouping observed; Formal teacher observations; Professional development opportunities; School leader stated/posted expectations; Committee work; Grade level meetings; Development of a school counseling plan; Implementation of curriculum; Measures of parent perception/needs assessment; Embedded curriculum based activities; Community updates; Increase in Adopt-A-School partnerships; Identification of Greatest Areas of Need |

| **E1. Start Date:** Identify the projected start date for each activity. | **E2. End Date:** Identify the projected end date for each activity. | **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 <u>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.</u>** |
|---|---|---|
| Sep-16 | May-17 | The School Leader will develop a tool for weekly classroom visit feedback that references clear objectives, regular checks for understanding and a closing resulting in increased student achievement. (R - School Principal, P - Teachers, F - Weekly, II - Improved instruction to increase student achievement) |
| Sep-16 | May-17 | The School Leader will direct monthly grade level meetings to evaluate data, identify exemplars, discuss student needs and inform teacher planning and instruction resulting in increased student achievement. (R - School Principal, P - Teachers, F - Monthly, II - Improve instruction to increase student achievement) |
| Sep-16 | May-17 | The School Leader will outline and daily reinforce detailed expectations for staff and students' relationships, student behavior, and the teacher's role in managing student behavior resulting in an improved school culture. (R - School Principal, P - All Staff, F - Monthly, II - Improved school culture) |
| Sep-16 | May-17 | The School Leader will ensure that every student receives Basic Emotional Skills Training provided through the Mental Health Association of Erie County (one (1) time per week for six (6) weeks) resulting in improved student social and emotional health. (R - Erie County Mental Health Association, P - Teachers and Students, F - 1x Weekly for six (6) weeks, II - Improved student social and emotional health) |

# Tenet 3: Curriculum Development and Support

| Tenet 3 - Curriculum Development and Support | 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. | |
|---|---|---|
| **B1. Most Recent DTSDE Review Date:** | | |
| **B2. DTSDE Review Type:** | | |
| **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.** | To ensure rigorous and coherent curricula and assessments that are appropriately  aligned to Common Core Learning Standards (CCLS), a primary need, according to the IIT Review, is for teachers to modify their planning for upcoming lessons so that the needs of students including those with disabilities, are met. Teachers should adjust their planning based on formative assessment data they collect on students' learning throughout and at the end of the lesson.  Additionally, teachers need to differentiate activities, student groupings, or materials.  According to the School Performance Scan, 44.8% of teachers felt that school leaders provide opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students' needs. 40% of teachers felt that they have time and opportunity to make certain that the curriculum is aligned to CCLS as well as College and Career Readiness Skills (CCR).   Additional SPS data revealed that 25.8% of the teachers felt that the curriculum offers enrichment opportunities through the arts. Only 50% of the teachers felt they work together across grade levels and content areas to provide an integrated approach to student learning. | |
| **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.** | By May 2017 100% of all teachers will plan, modify and adjust their lessons based on formative assessment data collected to meet student needs resulting in differentiation, as evidenced by teacher plan books, artifacts, walk throughs, and teacher observations. | |
| **D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.** | Classroom visits and classroom observation tool; Lesson Plans and Artifacts; Teacher use of formative assessment; Flexible grouping observed | |

| **E1. Start Date:** Identify the projected start date for each activity. | **E2. End Date:** Identify the projected end date for each activity. | **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 <u>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.</u>** |
|---|---|---|
| Sep-16 | May-17 | Teachers will develop and produce daily planning documents and artifacts that demonstrate the use of formative assessment to differentiate instruction resulting in increased student achievement. (**R** - School Principal, **P** - Teachers, **F** - Daily, **II** - Increased student achievement) |
| Sep-16 | May-17 | The School Leader will develop a tool for daily classroom visit feedback that references clear objectives, regular checks for understanding and a closing resulting in increased student achievement. (R - School Principal, P - Teachers, F - Weekly, II - Improved instruction to increase student achievement) |
| Sep-16 | May-17 | The School Leader will conduct daily classroom walk throughs and provide feedback on a weekly basis. (R - School Principal, P - Teachers, F - Weekly, II - Improved instruction to increase student achievement) |
| Sep-16 | May-17 | The School Leader will conduct monthly grade level meetings to evaluate data, identify exemplars, discuss student needs and inform teacher planning and instruction resulting in increased student achievement (R - School Principal, P - Teachers, F - Monthly, II - Improve instruction to increase student achievement) |
| Sep-16 | May-17 | Teachers will identify greatest areas of need (GAN) in Mathematics and ELA and develop corresponding  grade level action steps, supported by measureable student achievement that will be tracked quarterly. (R - Teachers, P - School Principal, F - Quarterly, II - Increased student achievement) |

# Tenet 4: Teacher Practices and Decisions

| Tenet 4 - Teacher Practices and Decisions | 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 high levels of engagement, thinking and achievement. | |
|---|---|---|
| **B1. Most Recent DTSDE Review Date:** | | |
| **B2. DTSDE Review Type:** | | |
| **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.** | In order for teachers to engage in strategic practices and decision-making to address the gap between what students know and need to learn, a primary need, according to the IIT Review, is that teachers need to foster engagement by ensuring that every lesson has a clear objective in student-friendly language; regular checks for understanding as the lesson progresses; and a closing to the lesson in which the teacher checks for understanding based on the lesson objectives.  According to the School Performance Scan, 33.3% of the teachers felt that classes in this school can be characterized as "students involved in higher-level thinking; whereas 30% of teachers felt that students in this school have strategies to track their own learning. Only 56.7% of the teachers surveyed felt that they understand and consistently apply differentiation strategies so that both "reteach and rigor" are present.  Only 38.7% of teachers from the SPS data felt that the school provides a safe environment for staff and students where learning is valued.   Additional School Performance Scan data revealed that 45.2% of teachers felt that the school was student-centered. | |
| **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.** | By November 2016, 100% of all teachers will have a clear objective in student-friendly language, regular checks for understanding as the lesson progresses, and a closing to the lesson in which the teacher checks for understanding based on the lesson objectives; as evidenced by 2 out of the 3 elements being demonstrated in daily walk throughs and formal observations by the School Leader. | |
| **D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.** | Classroom visit tool; Lesson plans and artifacts; Formal teacher observations; Professional development opportunities; Formative and summative assessment data | |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | 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. |
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| Sep-16 | May-17 | The School Leader will conduct daily classroom walk throughs and provide feedback on a weekly basis. (R - School Principal, P - Teachers, F - Weekly, II - Improved instruction to increase student achievement) |
| Sep-16 | May-17 | The School Leader will develop a tool for daily classroom visit feedback that references clear objectives, regular checks for understanding and a closing resulting in increased student achievement. (R - School Principal, P - Teachers, F - Weekly, II - Improved instruction to increase student achievement) |
| Sep-16 | May-17 | Teachers will explicitly communicate a clear objective in student friendly language for each lesson resulting in increased student achievement. (R - School Principal, P - Teachers, F - Daily, II - Increased student achievement) |
| Sep-16 | May-17 | Teachers will routinely utilize formal and informal checks for understanding throughout the implementation of every lesson (daily) and during a student or teacher led closing resulting in increased student achievement. (R - School Principal and Teachers, P - Teachers and Students, F - Daily, II - Increased student achievement) |
| Sep-16 | May-17 | Instructional Coaches will recommend and provide monthly job-imbedded professional development related to the creation of lesson plans that incorporate clear objectives, utilize checks for understanding and a closing resulting in increased student achievement. (R - Instructional Coaches, P - Teachers, F - Monthly, II - Improve instructional practices to increase student achievement) |

| Sep-16 | May-17 | The School Leader will conduct monthly grade level meetings to evaluate data, identify exemplars, discuss student needs and inform teacher planning and instruction resulting in increased student achievement (R - School Principal, P - Teachers, F - Monthly, II - Improve instruction to increase student achievement) |

# Tenet 5: Student Social and Emotional Developmental Health

| Tenet 5 - Student Social and Emotional Developmental Health | 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. |
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| **B1. Most Recent DTSDE Review Date:** | |
| **B2. DTSDE Review Type:** | |
| **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.** | In order for the school community to identify, promote and support social and emotional development that is conducive to learning for all constituents, a primary need, according to IIT Review, is for teachers to establish respectful and courteous relationships with students, clear and consistent procedures and expectations for behavior and behavior management. Teachers need to create a positive and safe environment that promotes an atmosphere conducive to productive learning and the development of student self-esteem.  Additionally, a curriculum is needed to support students' SEDH.  According to the School Performance Scan, only 10.7% of the teachers felt that student behavior does not interfere with instruction; 45.2% felt that the staff works together to support student social-emotional well-being; and 20% felt that non-instructional staff (cafeteria, aides, transportation, etc.) understood and assisted in building a safe and nurturing environment for students. Additionally, only 26.7% of the teachers felt that the school has a positive and upbeat school culture; whereas only 23.3% of teachers felt the school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties.  Analysis of school discipline data revealed that staff members referred students to the office for discipline 311 times during the 2015-2016 school year, resulting in 104 out of school suspensions. |
| **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.** | By September 1, 2016, the School Leader will set out detailed expectations for relationships between all staff and students, student behavior, and staff's role in the management of student behavior. These expectations will be communicated to all members of the school community and implemented daily starting September 7, 2016. |
| **D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.** | Professional development opportunities; School Leader stated/posted expectations; Minutes of School Culture Committee work; Grade level meetings; Development of school counseling plan; Implementation of curriculum; Imbedded curriculum based activities |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | 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. |
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| Summer 2016 | May-17 | The School Leader will form a school committee, meeting quarterly, devoted to the development of a positive school culture and establishing guidelines for behavioral interventions resulting in a more positive school culture and a reduction in the number of staff referrals for student discipline. (R - School Principal, P - All Educators, F - Quarterly, II - Positive school culture) |
| Sep-16 | May-17 | The School Leader will provide monthly professional development for the teachers on their role in establishing respectful and courteous relationships with students resulting in a more positive school culture and a reduction in the number of staff referrals for student discipline.  (R - School Principal and Leadership Team, P - Teachers, F - Monthly, II - Improved school culture) |
| Sep-16 | May-17 | The School Leader will outline detailed expectations for staff and students' relationships, student behavior, and the teacher's role in managing student behavior resulting in a more positive school culture and a reduction in the number of staff referrals for student discipline.             (R - School Principal, P - All Staff, F - Monthly, II - Improved school culture) |
| Sep-16 | May-17 | The School Counselor will develop a school counseling plan (reviewed quarterly) to identify and address the social and emotional needs of our student body, resulting in improved student social and emotional health. (R - School Counselor, P - Teachers and Students, F - Weekly, II - Improved student social and emotional health) |

| Sep-16 | May-17 | The School Leader will ensure that every student receives Basic Emotional Skills Training provided through the Mental Health Association of Erie County (one (1) time per week for six (6) weeks) resulting in improved student social and emotional health. (R - Erie County Mental Health Association, P - Teachers and Students, F - 1x Weekly for six (6) weeks, II - Improved student social and emotional health) |

# Tenet 6: Family and Community Engagement

| Tenet 6 - Family and Community Engagement | 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. |
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| **B1. Most Recent DTSDE Review Date:** | |
| **B2. DTSDE Review Type:** | |
| **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.** | In order to have 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, a primary need, according to the IIT Review, is that the School Leader, in collaboration with the Parent Education Group and School Quality Council, identify and implement ways to collect input from families on their perceptions of the school and their needs in order to find out how to provide meaningful support to families.  According to the School Performance Scan, 32.3% of teachers felt that they are effective in maintaining the home connections; 26.7% of teachers felt they are able to help families set high expectations for their children; only 23.1% of teachers felt they help families prepare students for life challenges, including thinking about being college and career ready. Only 23.3% of teachers stated they conduct needs assessments with families so that they understand their interests and concerns and 32.3% stated that the school/family connection has resulted in student gains. |
| **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.** | By September 22, 2016, the School Leadership Team will develop a system to collect data from parents on their perceptions of the school and their needs in order to find out how to provide meaningful support to families. |
| **D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.** | Measures of parent perception/needs assessment; Embedded curriculum based activities; Community updates; Increase in Adopt-A-School partnerships |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | 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 <u>often each activity will take place; and the</u> <u>intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u> |
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| Sep-16 | May-17 | In order to provide meaningful support to families, the School Leader will create and utilize multiple methods for collecting data on parent perceptions of the school,  parent views on school related topics, and family needs. (R - School Principal, P - Parents, F - Monthly, II - Increased parent participation) |
| Sep-16 | May-17 | The School Leader, Theme Specialist and School Counselor will embed curriculum based activities into school sponsored social events. (R - School Leadership Team, P - Parents, F - Monthly, II - Increased parent awareness of the curriculum) |
| Sep-16 | May-17 | The School Leader, Theme Specialist and School Counselor will seek to expand our number of Adopt-A-School partners within our community. (R - School Leadership Team, P - Community Organizations, F - Once at start of school year, II - Increased number of school partners to improve school support) |
| Sep-16 | May-17 | The School Leader, Theme Specialist, and School Counselor) will provide community groups and organizations with information about school initiatives and activities on a monthly basis. (R - School Leadership Team, P - Community Organizations, F - Monthly, II - Improve community awareness and parent participation) |