

|                       |                                    |
|-----------------------|------------------------------------|
| <b>LEA Name:</b>      | Niagara Falls City School District |
| <b>LEA BEDS Code:</b> | 400800010022 www.nfschools.net     |
| <b>School Name:</b>   | Niagara Street Elementary School   |

**ENTER DATA INTO ALL YELLOW CELLS.**

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

|                                   |                   |              |                       |
|-----------------------------------|-------------------|--------------|-----------------------|
| <b>Contact Name</b>               | Rocco Merino      | <b>Title</b> | Principal             |
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| <b>Website for Published Plan</b> | 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.**

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

## 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 Information Sheet

| School Information Sheet              |           |  |     |  |      |                                 |        |
|---------------------------------------|-----------|--|-----|--|------|---------------------------------|--------|
| Grade Configuration                   | Pre K - 6 | Total Student Enrollment                 | 601 | % Title I Population                     | 100% | % Attendance Rate               | 91.50% |
| % of Students Eligible for Free Lunch | 86%       | % of Students Eligible for Reduced-Price | 4%  | % of Limited English Proficient Students | 0    | % of Students with Disabilities | 15%    |

| Racial/Ethnic Origin of School Student Population |     |                             |     |                      |       |   |       |         |     |                |        |
|---|-----|-----------------------------|-----|----------------------|-------|---|-------|---------|-----|----------------|--------|
| % American Indian or Alaska Native                | 58% | % Black or African American | 31% | % Hispanic or Latino | 4.30% | % Asian, Native Hawaiian / Other Pacific Islander | 0.30% | % White | 38% | % Multi-Racial | 20.60% |

| School Personnel  |   |  |   |  |     |                                  |     |
|---|---|--|---|--|-----|----------------------------------|-----|
| Years Principal Assigned to School  | 2 | # of Assistant Principals                        | 1 | # of Deans                                       | 1.5 | # of Counselors / Social Workers | 2   |
| % of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance) | 0 | % of Teachers Teaching Out of Certification Area | 0 | % Teaching with Fewer than 3 Years of Experience | 3%  | Average # of Teacher Absences    | 6.5 |

| Overall State Accountability Status                     |     |   |     |   |     |   |  |
|---|-----|---|-----|---|-----|---|--|
| Priority School   |     | Focus School Identified by a Focus District             | X   | SIG 1003(a) Recipient                                   | X   | SIG 1003(g) Recipient                           |  |
| Identification for ELA?                                 | X   | Identification for Math?                                |     | Identification for Science?                             |     | Identification for High School Graduation Rate? |  |
| ELA Performance at Level 3 and Level 4                  | 10% | Math Performance at Level 3 and Level 4                 | 17% | Science Performance at Level 3 and Level 4              | 87% | 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 |
| X  | White                            |   | Multi-Racial                                    |
| X  | Students with Disabilities       |   | Limited English Proficient                      |
| X  | Economically Disadvantaged       |   |   |

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

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

## SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The current SCEP will make it possible for administrators to provide immediate feedback and targeted instructional strategy professional development to teachers. The new plan will also offer teachers several additional days/times to meet, plan, and receive the professional development identified through classroom walk-throughs. 100% of Family events will include an educational/instructional component that parents can benefit from. Discipline referrals and suspension rates will both be reduced by 5% from the same time period in the previous school year, by developing, implementing and monitoring a consistent set of lessons related to social and emotional student development topics.

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

Tenet 2: Targeted actionable feedback from administrators to teachers. Tenet 3: there is a need to develop a plan to use professional development sessions, including department meetings during the 2016-2017 school year to provide additional common planning time for such purposes as professional development, planning curriculum and evaluating student work. Tenet 4: To address the gap of low student achievement, teachers must utilize a variety of student engagement and checking for understanding strategies. Tenet 5: To reduce discipline referrals and suspension rates will both be reduced by 5% from the same time period in the previous school year, by developing, implementing and monitoring a consistent set of lessons related to social and emotional student development topics. Tenet 6: To address the gap the school needs to take steps to expand the recreationally-based activities to include opportunities for informing parents of curriculum and instructional goals that affect their children.

- 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.

To raise student achievement in Language Arts and Math through increased teacher implementation of a variety of student engagement activities that will actively involve students in their learning.

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

The Academic achievement targets are based on the 2014-2015 3-8 ELA Assessment results. The percent of students scoring proficient (levels 3 and 4) for Black or African American were 4%. The target is to increase the percent of students scoring proficient (level 3 and 4) to 10%. The percent of students scoring proficient (level 3 and 4) for Student with Disabilities was 0%. The target is to increase the percent of students scoring proficient (level 3 and 4) to 10%. The percent of students scoring proficient (level 3 and 4) for Economically Disadvantaged students was 9%. The target is to increase the percent of students scoring proficient (level 3 and 4) to 20%.

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

The Individual Teacher Walk-Through Tool, Summary Classroom Walk-Through Chart, and Walk-Through Data Comparison Chart will provide administrators and teachers the systems/structures to inform teacher professional development and inform future instruction.

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

Several teachers incorrectly believe that they are implementing sufficient student engagement strategies as per teacher results on the Teacher Performance Scan/Survey. Administrator Walk-Through results in 2016-2017 will indicate that several teachers are in need of student engagement strategy professional development. Having our Classroom Walk-Through Tools in place will provide administrators with the necessary data to clearly indicate to teachers that they need to strengthen and add to their student engagement tool boxes.

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

On-going Professional Development will be provided to teachers based on the data collected during our monthly administrator classroom walk-throughs. Our professional development focus will remain on strengthening teacher student engagement strategies because that was a recommendation from our state review.

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

Monthly Faculty meetings, 15 Department Meetings, Open House, Parent Teacher Conferences, Family Fun Night, Movie Nights, School Homepage, Remind.com, Administrator All Calls To Parents & Staff, Monthly Parent Group meetings, and Monthly School Quality Council meetings.

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

School Homepage, distribution of the plan to all Parent Group members, distribution to all School Quality Council stakeholders (Parents, Business Partners, Support Staff, Teachers)

- 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.

Niagara Street Administrators and Instructional Coaches presented a Kindergarten readiness workshops to all Niagara Street Pre K parents. We currently have two pre-K classrooms that transition into our Kindergarten classrooms.



**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 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.

[Redacted]

**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.

[Redacted]

## **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.

[Redacted]

**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.

[Redacted]



## **Priority Schools: Whole School Reform Model**

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

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

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

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

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 | Tenet 6 |
|--|---------|---------|---------|---------|---------|
| Student Growth Percentile for Low-Income Students  |         |         |         |         |         |
| Student Average Daily Attendance   |         |         |         |         |         |
| Student Drop-Out Rate  |         |         |         |         |         |
| Student Credit Accruals (HS Students)  |         |         |         |         |         |
| Student Completion of Advanced Coursework  |         |         |         |         |         |
| Student Suspension Rate (Short-Term / Long-Term)   |         |         |         | y       |         |
| Student Discipline Referrals   |         |         |         | y       |         |
| Student Truancy Rate   |         |         |         |         |         |
| Student Performance on January Regents Exams   |         |         |         |         |         |
| Student Participation in ELT Opportunities   |         |         |         |         |         |
| Minutes of Expanded Learning Time (ELT) Offered  |         |         |         |         |         |
| Teacher Average Daily Attendance Rate  |         |         |         |         |         |
| Teachers Rated as "Effective" and "Highly Effective"   |         |         |         |         |         |
| Teacher Attendance at Professional Development   |         | y       |         |         |         |
| Parent Attendance at Workshops   |         |         |         |         | y       |
| Parent Participation in District/School Surveys  |         |         |         |         | y       |
| START Team Caseload  |         |         |         | y       |         |
| Parent attendance at major school events   |         |         |         |         |         |
| Individual Teacher Classroom Walk-through Tool   | y       |         | y       |         |         |
| Summary Classroom Walk-through Chart   | y       |         | y       |         |         |
| Danielson Rubric   |         |         | y       |         |         |
| Focus Walks  |         | y       | y       |         |         |
| Observations   |         |         | y       |         |         |
| Teacher attendance at Data Analysis meetings   |         | y       |         |         |         |
| Student growth on benchmark assessments, interim and State assessments   |         | y       |         |         |         |
| Notes and artifacts form professional development sessions   |         | y       |         |         |         |
| Walk-through Data Comparison Chart   | y       |         |         |         |         |
|  |         |         |         |         |         |
|  |         |         |         |         |         |
|  |         |         |         |         |         |
|  |         |         |         |         |         |
|  |         |         |         |         |         |

## Tenet 2: School Leader Practices and Decisions

|  |   |
|--|---|
| <b>Tenet 2 - School Leader Practices and Decisions</b> | <b>Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>              | April 26 - 27, 2016   |
| <b>B2. DTSDE Review Type:</b>                          | IIT   |

|   |  |
|---|--|
| <b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b> | A primary need of our school is clear, effective, and targeted actionable feedback to teachers from administrators, and instructional adjustments. Based on the school performance report scan 75.6% of teachers stated that they receive helpful instructional feedback and guidance from their school leaders. A tool is needed to identify practices that are currently occurring in the classroom so that administrators can provide feedback to teachers. At this time, we have not been able to clearly target professional development needs. |
|---|--|

|  |  |
|--|--|
| <b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b> | During the 2016-2017 school year, school leaders will conduct, electronically document, and share all monthly classroom walk-through data in the Summary Classroom Walk-Through Chart for 100% of instructional staff for the purpose of providing targeted, actionable feedback to all teachers regarding their usage of the following instructional strategies: providing a purpose for lessons, asking higher order questions connected to learning targets, continual checks for understanding, students working in groups of varying sizes, and teachers usage of highly engaging student strategies. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Classroom Observation Calendar, Individual Teacher Classroom Walk-Through Tool, Summary Classroom Walk-Through Chart, Walk-Through Data Comparison Chart   |

| <b>E1. Start Date: Identify the projected start date for each activity.</b> | <b>E2. End Date: Identify the projected end date for each activity.</b> | <b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>  |
|---|---|--|
| Jun-16  | Aug-16  | Create a Classroom Observation Calendar <b>Responsible:</b> Administrators <b>Participants:</b> Administrators <b>Frequency:</b> Once <b>Impact:</b> To ensure that administrators visit each classroom at least once a month.   |
| Jun-16  | Aug-16  | Create a Individual Teacher Classroom Walk-Through Tool in Google Docs. <b>Responsible:</b> Administrators <b>Participants:</b> Administrators <b>Frequency:</b> Once <b>Impact:</b> To record and provide feedback to teachers based on the following strategies: Post and refer to student learning targets, Use one highly engaging student strategy per lesson, ask higher order questions connected to the learning targets, and continuous checks for understanding including formative assessments.   |
| Jun-16  | Aug-16  | Create a Summary Classroom Walk-Through Chart in Google Docs <b>Responsible:</b> Administrators <b>Participants:</b> Administrators <b>Frequency:</b> Once <b>Impact:</b> To identify Professional Development needed for individual teachers based on Walk-Through Tool results.  |
| Jun-16  | Aug-16  | Create a Walk-Through Data Comparison Chart in Google Docs that will be used to identify teacher instructional strengths and areas in need of professional development. <b>Responsible:</b> IS Department, Administrators <b>Participants:</b> IS Department, Administrators <b>Frequency:</b> Once <b>Impact:</b> To ensure that Administrators identify areas for Professional Development and share the results with staff by strategy. The results will be shared based on the percent of times each strategies is modeled. This will inform in-course training on instructional strategies as needed. |
| Sep-16  | Jun-17  | The results will be shared based on the percent of times each strategy is modeled. This will inform in-course training on instructional strategies as needed. <b>Responsible:</b> Administrators <b>Participants:</b> Administrators and teachers. <b>Frequency:</b> Monthly. <b>Intended Impact:</b> To determine in-course training.   |

|        |        |  |
|--------|--------|--|
| Sep-16 | Jun-17 | Administrators will input data into the Individual Teacher Classroom Walk- Through Tool in Google Docs immediately following classroom observations. A minimum of one classroom observation per month will be entered per teacher. Additional visits and comments will be entered depending on teacher needs. Responsible: Administrators Participants: Administrators Frequency: Monthly Impact: To ensure that Administrators immediately record information from classroom observation. |
| Sep-16 | Jun-17 | Administrators will input data into the Walk-Through Data Comparison Chart in Google Docs. <b>Responsible:</b> Administrators <b>Participants:</b> Administrators <b>Frequency:</b> Monthly <b>Impact:</b> To ensure that Administrators identify areas for Professional Development and share the results with staff by strategy.   |
| Sep-16 | Jun-17 | Administrators will input data into the Walk-Through Data Comparison Chart in Google Docs. Responsible: Administrators Participants: Administrators Frequency: Monthly Impact: To ensure that Administrators identify areas for Professional Development and share the results with staff by strategy. The results will be shared based on the percent of times each strategies is modeled. This will inform in-course training on instructional strategies as needed.                     |
| Sep-16 | Jun-17 | Walk-Through data results will be shared based on the percent of times each strategy is modeled. This will inform in-course training on instructional strategies as needed. <b>Responsible:</b> Administrators <b>Participants:</b> Administrators and teachers. <b>Frequency:</b> Monthly <b>Impact:</b> To inform in-course training on instructional strategies as needed.  |
| Sep-16 | Jun-17 | Feedback will be provided to teachers regarding usage of the highlighted instructional strategies via the Walk-Through Data comparison chart each month. <b>Responsible:</b> Administrators. <b>Participants:</b> Administrators and Teachers. <b>Frequency:</b> Monthly. <b>Impact:</b> Teachers will implement instructional strategies into classrooms.   |
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### Tenet 3: Curriculum Development and Support

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| <b>Tenet 3 - Curriculum Development and Support</b> | <b>Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>           | April 26 - 27, 2016  |
| <b>B2. DTSDE Review Type:</b>                       | IIT  |

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| <b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b> | To ensure that the school has a rigorous and coherent curricula and assessments that are appropriately aligned to the CCLS, there is a need to develop a plan to use professional development sessions, including department meetings during the 2016-2017 school year to provide additional common planning time for such purposes as professional development, planning curriculum and evaluating student work. Vertical alignment is needed to increase teachers' knowledge of curriculum across grade levels. This will customize the curriculum to address student strengths and weaknesses. The School Performance Scan indicates that 65.9% of teachers believe there is time and opportunity to make certain our curriculum is |
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| <b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b> | By June 2017, 80% of classroom teachers along with special education teachers will meet collaborate (grade level/across grade levels) to adapt curriculum materials in order to maximize instructional practices and increase student outcomes on summative assessments, facilitated by the Instructional Coaches at a minimum of 2 meetings a month as evidenced by grade level meeting and department meeting minutes. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Teacher attendance at professional development sessions, Student growth on benchmark, interim and State assessments, notes and artifacts from professional development sessions, Focus Walk data   |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Jul-16   | 1-Sep   | Create a 2016-2017 calendar of scheduled department meetings to be held at Niagara Street School. These meetings will be used to meet our goal of 2 professional development sessions a month <b>Responsible:</b> Administrators <b>Participants:</b> all instructional staff <b>Frequency:</b> 2 professional development sessions a month <b>Impact:</b> to ensure instructional staff is receiving ongoing professional development                      |
| Sep-16   | Jun-17  | Utilize the district approved attendance form to document and monitor teacher attendance at all professional development sessions <b>Responsible:</b> Instructional Coaches <b>Participants:</b> all instructional staff <b>Frequency:</b> 2 professional development sessions a month <b>Impact:</b> to ensure instructional staff is receiving ongoing professional development   |
| Sep-16   | Jun-17  | Establish professional development meeting topics on a monthly basis based on Walk-Through data. <b>Responsible:</b> Leadership Team <b>Participants:</b> all instructional staff <b>Frequency:</b> monthly meetings based on classroom Walk-Through data. <b>Impact:</b> to identify instructional needs   |
| Sep-16   | 1-Jun   | Facilitate at least 2 meetings a month for teachers which focus on established teacher needs. <b>Responsible:</b> Instructional Coaches <b>Participants:</b> instructional staff members <b>Frequency:</b> 2 professional development sessions a month <b>Impact:</b> to ensure instructional staff is receiving ongoing professional development in areas of need or enrichment  |
| 1-Sep-16   | Jun-17  | Monitor implementation of professional development of classroom instruction through the use of the walk through tool. <b>Responsible:</b> the Administrative Team <b>Participants:</b> all instructional staff <b>Frequency:</b> monthly Walk-Throughs: monitor and ensure implementation of professional development   |

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| Oct-16 | May-17 | Conduct Data Analysis & Planning (DAP) meetings for ELA grades 3-6 and NYS Math Grades 3 & 4. <b>Responsible:</b> the Administrative Team and Special Education <b>Consultant Participants:</b> instructional staff by grade level <b>Frequency:</b> every 6-8 weeks <b>Impact:</b> to ensure collaborative analysis of student assessment data and student work followed by data driven planning of instruction, and to identify professional development needs |
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### Tenet 4: Teacher Practices and Decisions

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| <b>Tenet 4 - Teacher Practices and Decisions</b> | <b>Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>        | April 26 - 27, 2016   |
| <b>B2. DTSDE Review Type:</b>                    | IIT   |

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| <b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b> | To address the gap of low student achievement, teachers must utilize a variety of student engagement and checking for understanding strategies. According to the School Performance Scan, 95.2% of teachers feel they use a variety of strategies to keep learners involved and engaged in their learning. However according to the Student Voice Survey, 67.3% of the student population feel that they are actively engaged in their learning. There is a need to provide an opportunity for teachers to learn a diverse tool box of strategies to implement in the classroom on a daily basis. Although effort is evident in some classrooms, there is a need to have a school-wide focus to address this gap. |
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| <b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b> | By December 2016 85% and by June 2017 100% of teachers respectively will include a variety of student engagement strategies such as, Think-Pair-Share, Hand signals, or Exit Tickets into every lesson in order to actively engage students in their learning as monitored by the administrative walk-through tool. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Observations, Danielson Rubric, Google Docs Walk Through Tool.  |

| <b>E1. Start Date: Identify the projected start date for each activity.</b> | <b>E2. End Date: Identify the projected end date for each activity.</b> | <b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>                  |
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| Sept. 2016  | Oct. 2016   | Professional Development will be provided for all staff on strategies to increase student engagement. <b>Responsible:</b> Instructional Coaches<br><b>Participants:</b> All instructional staff <b>Frequency:</b> Monthly Department Meeting <b>Intended Impact:</b> Expose teachers to a variety of engaging student strategies.  |
| Sept. 2016  | Sept. 2016  | Administrators will role out the walk - through tool which will be used to monitor student engagement. <b>Responsible:</b> Administrative Team<br><b>Participants:</b> All Staff <b>Frequency:</b> One time at opening school faculty meeting <b>Intended Impact:</b> Familiarize staff with walk-through tool used to monitor student engagement.   |
| Sept. 2016  | Jun-17  | Modeling of student engagement strategies in the classroom. <b>Responsible:</b> Instructional Coaches and Grade Level model classrooms <b>Participants:</b> All instructional staff <b>Frequency:</b> As needed based on administrative walk-through tools results <b>Intended Impact:</b> Provide additional support for staff to become familiar with a variety of engaging student strategies   |
| Sept. 2016  | Jun-17  | Administration will monitor student engagement in each classroom through the use of the Google Docs walk - through tool. <b>Responsible:</b> Administrative team <b>Participants:</b> All Instructional Staff <b>Frequency:</b> Monthly classroom visits <b>Intended Impact:</b> To monitor student engagement   |
| Sept. 2016  | Jun-17  | General data will be shared at monthly faculty meetings with staff. Specific actionable feedback will be reviewed with individual teachers as needed. <b>Responsible:</b> Administrative Team <b>Participants:</b> All instructional staff <b>Frequency:</b> Monthly meetings; individual teacher feedback meetings as needed <b>Intended Impact:</b> To ensure that student engagement is increasing and teachers are employing a variety of student engagement strategies. |
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