LEA Name:	Niagara Falls City School District
LEA BEDS Code:	4008000010040
School Name:	Gaskill Preparatory School

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Sheila Smith	Title	Principal
Phone	716-278-5820	Email	SSmith@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

x

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x

x

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)
May 25, 2016	Gaskill Preparatory School	
June 8, 2016	Gaskill Preparatory School	
June 13, 2016	Gaskill Preparatory School	
July 6,2016	Niagara Falls City School District-Central Office Board Room	
July 13,2016	Gaskill Preparatory School	

Name	Title / Organization
Carter, Tanyetta	Parent
Coney, Frank	Staff (Dean)
Gadacz, Brent	Staff (Teacher of Physical Education)
Graham, Janice	Staff (Vice-Principal)
Mardon, Anne	Staff (Literacy Coach)
Martin, Angelique	Staff (Teacher of Special Education)
Molnar, Amanda	Staff (Teacher of Math)
Murgia, Maria	Staff (Math Coach)
Schove, Christina	Staff (Teacher of English and Language Arts)
Smith, Sheila	Staff (Principal)
Urban, Kathleen	Staff (Dean)
Zafuto, Stephen	Staff (School Counselor)

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)

Signature

School Information Sheet

School Information Sheet

Grade Configuration	7 & 8	Total Student Enrollment	545	% Title I Population	76%	% Attendance Rate	93%	
% of Students Eligible for Free Lunch	71%	% of Students Eligible for Reduced-Price	5%	% of Limited English Proficient Students	N/A	% of Students with Disabilities	18%	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	4%	% Black or African American	45%	% Hispanic or Latino	6%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	39%	% Multi-Racial	5%

School Personnel

Years Principal Assigned to School	10 mos	# of Assistant Principals	1	# of Deans	2	# of Counselors / Social Workers	2
% 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	0%	Average # of Teacher Absences	8.50%

Overall State Accountability Status

Priority School		Focus School Identified by a Focus District	X	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	X	Identification for Math?	X	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	9%	Math Performance at Level 3 and Level 4	4%	Science Performance at Level 3 and Level 4	61%	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	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 Science		
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

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

1. Ra

X

2. Ra

X

3. Ra

X

4. Ra

X

5. Ra

X

6. Id

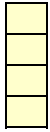## SCEP Plan Overview

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").   NOTE: No data available

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 <u>PREVIOUS YEAR'S</u> 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).

No plan was developed during the previous school year.

• 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.

No plan was developed during the previous school year.

In developing the <u>CURRENT YEAR'S</u> plan:

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

CCLS professional development for teachers; Enhancement of data driven & evidenced-based systems; Increasing stakeholders' involvement

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

CCLS professional development for planning and instruction & assessment of students; Student engagement via self-assessment; Enhancement of social/emotional/academic data system; Professional development for all stakeholders regarding social/emotional support(s) for students and Common Core Learning Standards.

• 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.

Gaskill Preparatory School mission: <u>"To assist the Gaskill Community in supporting a quality education. As a community, we are committed to developing the knowledge and skills necessary for students to reach their greatest potential and be successful in an ever changing world. "</u> As partners, if we are equipped with the necessary tools (i.e. professional development; student engagement and self-assessment; social,emotional, and academic support for students) then we can obtain student success, and assist our students in reaching their greatest potential due to a <u>quality</u> education.

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

Gaskill Preparatory identified subgroups for the SY 2014-15 school year in both ELA and Mathematics were white; students with disabilities; black/african american; economically disadvantaged. The student achievement targets for the aforementioned subgroups has been set for a 3% increase on the NYS ELA and IMA assessments. Gaskill Preparatory identified subgroups for the SY 2014-15 school year in Science were white, economically disadvantaged; and black/african american. The student achievement targets for the aforementioned subgroups has been set for a 3% increase.

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

Team or clusters will allow for interdisciplinary curriculum planning and CCLS implementation in all classrroms. In addition, master scheduling will look at possible looping for students with disabilities, and modified/flexible scheduling for students with social/emotional issues.

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

Anticipated barriers include:

1.)Lack of substitutes for teachers' release time (District-level decision)

2.) Part-time math and ELA coach (District-level decision)

3.) Large classroom size (District level decision)

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

Professional Development: Topics - *Common Core Learning Standards* **-** Rationale**: To revisit instructional shifts with an emphasis on pedagogy/ teaching strategies at the middle school level ;** *Data Driven Instruction* **-** Rationale**: To provide teachers' with tools to conduct differentiated instruction;** *Higher Order Questioning* **-** Rationale**: To help students in developing critical thinking skills and the ability to clarify thinking;** *Learning Targets* **-** Rationale**: Students and teachers will be able to check for understanding of what is being taught and be cognitive of curricular pathway(s) ;** *Strategies for Students to Track Own Learning*   **Rationale: S**tudents and teachers will be able to check for (1) understanding of what is being taught (2) student progress (3)instructional and /or learning obstacles ;** *Strategies for Students facing Social/Emotional Issues*   **-** Rationale**: To provide students with social/emotional supports in order to increase student attendance at school and participation in the classroom.**

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

Professional development sessions; monthly faculty meetings and department meetings; daily walkthroughs; monthly School Quality Council(SQC) meetings; monthly Parent-Education Group meetings; community forums (4 times a year minimum)

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

District website, Stakeholder events

• 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
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	Y	Y	Y	
Student Average Daily Attendance	Y			Y
Student Drop-Out Rate				
Student Credit Accruals (HS Students)				
Student Completion of Advanced Coursework				
Student Suspension Rate (Short-Term / Long-Term)	Y			Y
Student Discipline Referrals	Y			Y
Student Truancy Rate	Y			Y
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"	Y	Y	Y	
Teacher Attendance at Professional Development	Y	Y	Y	
Parent Attendance at Workshops	Y			
Parent Participation in District/School Surveys				
Staff Attendance at Partner workshops/events				

Tenet 6
Y
Y
Y

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.	In order to create a successful school community and culture resulting in high academic outcomes,school leaders need to articulate and share Gaskill Preparatory School goals and mission. The primary needs are to develop data driven and evidence based systems; strengthen school-wide practices; and maximize resources through stakeholders' collaboration, communication, and reciprocity. According to the School Performance Scan, 66% of teachers feel that school leaders talk about the mission and vision; 60 % of teachers felt school leaders encourage staff to make a connection to the mission and vision; and 57% believe school leaders provide instructional feedback and guidance.

SMART Goal	By the end of the 2016-17 school year, the employment of data and evidenced based systems such as S.T.A.R.T (Student Teacher Action Response Team) and student progress tracker; enhancemant of teacher practices such as CCLS professional development aligned with pedagogical support ; and increased participation of all stakeholders at educational events will increase Gaskill Preparatory's *economically disadvantaged* students' achievement by 7% as evidenced by the New York State ELA Grades 7 and 8 assessments; New York State Grade 7 and Grade 8 Intermediate Math assessments; and New York State Grade 8 Science assessment.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	•Student growth percentile for low-income students •Student Average Daily Attendance •Student Suspension Rate •Teacher Rates as "Effective" and "Highly Effective" •Teacher Attendance at Professional Development •Parent Attendance Workshops •Parent Participation in District/School Surveys

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	Feb-17	<u>Professional Development</u>: Topics - Common Core Learning Standards; Data Driven Instruction; Higher Order Questioning; Learning Targets; Strategies for Students to Track Own Learning; Strategies for Students Facing Social/Emotional Issues. **Responsibility** of English & Language Arts coach, Mathematics coach; School principal, and Vice principal; School psychologist. **Participant**s will include teachers, teaching assistants, school-based substitutes; clerical support staff, parents. **Frequency:** Monthly **Intended impact**: Professional development will provide participants with the tools & knowledge to increase student achievement.
Sep-16	Jun-17	<u>Classroom Walk Throughs</u>: **Responsibility** of School Principal and Vice-Principal. Focus: Instructional lessons and plans; Common Core Learning Standards Alignment; Higher order questioning. **Frequency:** Walk throughs will be conducted quarterly. **Participants** will include all classroom teachers. **Intended Impact**: Walk throughs will provide school leaders with status of instruction in order to provide timely feedback. <u>Instructional Feedback</u>: **Responsibility** of School Principal and Vice-Principal. Focus: Instructional lessons and plans; Common Core Learning Standards Alignment; Higher order questioning. **Participants:** Teachers **Frequency:** Feedback will be conducted quarterly. **Intended Impact**: Instructional Feedback will provide school leaders with timely status of instruction in order to provide immediate feedback.

Oct-16	Nov-17	Enhance Student Teacher Action Response Team (START)/Process- **Responsibility of School Principa**l. Plan for delivery of services will be revised; Additional team members will be added (parents and mental /human services providers); A "*snap shot* "data collection system will be created,as well as an 'early warning rapid response' component. **Participants:** START Team members- Principal, Vice-Principal, School Psychologist, School Counselors, Deans. **Frequency:** once **Intended Impact:** Use of improved system will render timely proactive services to students in need of support. Create Student Tracking Tool - **Responsibility** of School Principal & Vice Principal. Follow-up tool will be created to provide feedback regarding student progress as part of 'student tracking' walk-through. **Participants** will be students and teachers. **Frequency:** Feedback will be provided during the 3rd and 4th quarters. **Intended Impact:** To provide school leaders with mechanism for feedback.
Sep-16	Jun-17	Marketing/promotion of school goals; START upgrade and school events/meetings - **Responsibility** of all school staff and partners. **Participants** to include school staff,parents, students and community partners. **Frequency:** Activities will occur at least once a month. **I**ntended Impact:** To provide awareness and educate all stakeholders.

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 aligned to the CCLS, Gaskill Preparatory School's primary needs are: CCLS training for all staff; To have students track their own learning; and to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities. According to the School performance Scan 46.8% of the staff feel that we understand and reference the CCLS, 41% of the staff feel that our curriculum offers enrichment opportunities through the arts, and 51% feel that as a school, we have created systems so that students are able to reflect on their learning and keep track of their progress.

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 October 2016, 30% of instructional staff , by January 2017, 50% of instructional staff, and by March 2017, 75% of instructional staff will align lessons and assessments for the Common Core Learning Standards as evidenced by quarterly lesson plan review(s) supported with administrative feedback.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	•Teacher attendance at Professional Development •Teacher rated as effective and highly effective •Student growth percentile

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.
Sep-16	Feb-17	Professional Development focusing on the Common Core Learning Standards will be conducted during the 1st quarter and 2nd quarter of the 2016-2017 school year. **Responsible:** English Language Arts coach and Mathematic coach will provide training for the following school **participants**:

1.) 9/1/2016
2.) October 1, 2016
3.)November 2016
	10/31/2016
	October 31,2016
	December 2016
		A: 1.)Teachers of ELA, Math, Science, Social Studies and Special Education **(Participants)**
		   2.) Teachers of Exploratory areas (Technology, Home and Consumer Sciences, LOTE, Physical Education, Art, Music, Health , etc.) **(Participants)**
		  3.)Teaching Assistants, Building-based Substitutes, Clerical **(Participants) Frequency:** Once
		Intended impact will be evidenced by a 4 point increase of RIT score on NWEA for 25% of student population in both reading and mathematics by the end of the school year as a result of Gaskill's CCLS Learning community .

1.) 9/1/2016
2.) October 1, 2016
3.)November 2016
	10/31/2016
	October 31,2016
	December 2016
		B. Professional Development focusing on Data Driven Instruction (DDI) will be conducted during the 1st and 2nd quarter of the year. **Responsible:** English & Language Arts Coach and Mathematics Coach will provide training for the following school **participants:**
		   1.)Teachers of ELA, Math, Science, Social Studies and Special Education
		   2.)Teachers of Exploratory areas (Technology, Home and Consumer Sciences, LOTE, Physical Education, Art, Music, Health)
		   3.)Teaching Assistants, Building-based Substitutes **Frequency:** Once
		Intended impact will be a minimum of 3% of the student population will show growth on New York State ELA and Math assessments as a result of Gaskill's CCLS Learning community .

1.) January 2017
2.) February 2017
	February 2017
	February 2017
		C. Professional Development focusing on higher order questioning will be conducted during the 2nd quarter of the school year. **Responsible :** English & Language Arts Coach and Mathematics Coach will provide learning for the following **participants**:
		    1.)Teachers of ELA, Math, Science, Social Studies and Special Education
		      Teachers of Exploratory areas (Technology, Home and Consumer Sciences, LOTE, Physical Education, Art, Music, Health)
		   2.) Teaching Assistants, Building-based Substitutes **Frequency:** Once
		Intended impact will be a minimum of 3% of the student population will show growth on the New York State ELA and Mathematics Assessments as a result of Gaskill's CCLS Learning community ..

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. | To ensure that 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,a primary goal is to incorporate instructional practices, higher order questions, text complexity and multiple opportunities to learning. Such practices will lead to high levels of engagement and improved achievement. An additional need is for teachers to engage students in self-evaluation through feedback and other approaches to ensure that students are learning at high levels. According to the School Performance Scan 51% of staff feel that classes in this school can be characterized as "students involved in higher-level thinking." 35.4% of staff feel that students in this school have strategies to track their own learning; and 61.7% of staff feel that teachers utilize a variety of instructional avenues so that students have multiple opportunities to access and learn a rigorous CCLS curriculum. |

| **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 January 2017, 10% of Gaskill Preparatory students and by May 2017, 40% of students will possess knowledge about self-assessment and will be able to apply knowledge/strategies to track their own learning as evidenced by data collected by school leaders.   School leaders will conduct a walkthrough (twice during the first year of implementation) to collect data showing that students know how to apply knowledge/strategies to track their own learning. |
| **D2. Leading Indicator(s):** Identify the specific indicators that will be used to monitor progress toward the goal. | •Student growth
•Teacher rated effective and highly effective
•Attendance at professional development |

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>

Oct-16	Nov-16	A. Professional development focusing on *learning targets* will be conducted during the 1st and 2nd quarters of the 2016-2017 school year.
		Responsible:English & Language Arts Coach and Mathematics Coach will provide training for the following school
		P**articipants**:
		    •Teachers of ELA, Math, Science, Social Studies and Special Education
		    •Teachers of Exploratory areas (Technology, Home and Consumer Sciences, LOTE, Physical Education, Art, Music, Health , •Teaching Assistants, Building-based Substitutes, Clerical. **Frequency:** Once a year
		Intended impact: will be a minimum of 3% of the school's student population will show growth on the New York State ELA and Math Assessments.

Dec-16	Feb-17	B. Professional development focusing on *Strategies for student to track their learning* will be conducted during the 2nd quarter of the school year. **Frequency:** Once a year. **Responsible:** Professional development sessions will be conducted and shared by various teachers. Implementation will show: •How students are progessing with learning target •Why students are struggling. In addition, it will provide school leaders and teachers with feedback in order to continuously improve and adjust instruction. **Intended impact:** By the end of the school year, 5% of students will be able to understand where they are academically and why.
Nov-16	Nov-16	C. School leaders (Principal and Vice-Principal) will establish *a plan for walk-through* to include purpose, focus, protocols, schedule, questions for student intended outcomes, and feedback to teachers, students and parents. **Responsible:** School leaders (Principal and Vice-Principal). **Participants:** Teachers, students and parents **Frequency:** Once during initial year of implementation **Intended impact:** To collect needed data for the purpose of providing useful feedback.
Dec-16	Dec-16	D. School leaders will design a follow-up tool in order to track students' progress and a mechanism to provide feedback to teachers, parents and students not on track. Walk through data will be collected and disaggregated by subject area during the initial year of implementation. Feedback to students and teachers will be featured as part of school leaders' *Student Forums'* held three times a year to report out school progress. **Responsible:** Principal, Vice-Principal, ELA Coach, Math Coach. **Participants**: Teachers,students,parents. **Frequency:** Once during initial year of implementation. **Intended impact:** To organize needed data for the purpose of presenting feedback in a consistent manner.

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.
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 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. A primary need is to communicate the parameters and processes for the START (Student Teacher Action Response) team and track student progress. An additional need is for staff development targeting the social and emotional needs of students and strategies for behavior management. According to the School Performance Scan, 39.6% of staff feel we have an effective system for developing and building student social-emotional health; 34% feel that we have support groups for students; 39.2% of staff feel our students accept corrective feedback; and 10.4% of staff feel that student behavior does not interfere with instruction.

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 March 2017, school leaders, students, teachers and parents will be able to access a revised social/emotional process, known as the START (Student Teacher Action Resource Team) process. The revised process will reduce the number of students temporarily removed from their classroom instruction due to disciplinary infractions. **The intended impact:** The number of referrals (SY2016 - 1537 referrals) and the number of suspensions (SY2016 - 154 suspensions) will decrease by 10%, resulting in an increase of instructional time for discipline students as measured by school's end of the year discipline data report.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	•student suspension rate •student discipline referrals •teacher attendance at professional development •parent attendance at workshops

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.**
Sep-16	Jan-17	Revisit START system and develop plan. **Responsible:** START Team will be responsible for plan. **Participants** will be the START Team which includes School principal, School psychcologist, Vice principal, School counselors, deans, and parent. **Frequency:** Once **Intended impact:** To establish an overarching system to support and to sustain social emotional student(s) so student(s) will be able to maximize learning time.
October 2016 - Ongoing		Recruit community partners including human service providers, mental health providers, community-based organizations and parent organizations who will provide school-based and or outside support services for students and families. **Responsible:** School counselors and school leaders will be responsible for recruitment. **Participants:** START Team will make recommendations to counselors and school leaders. **Frequency:** As needed. **Intended impact:** The inclusion of practioners and parents should allow the school additional resources, and the ability to identify current trends, research information, and strategies for students and families in need of social/emotional support.
Oct-16	Dec-16	Create an electronic data system i.e. "quick lookup" for the purpose of collecting, maintaining and monitoring student discipline referrals, suspensions, attendance and academic standing. **Participants:** START Team will provide input. **Responsible:** Deans of Students will be responsible for creation of system. **Intended impact:** Creation of system will give users a "snapshot" of students' social/emotional profile for the purpose of rendering timely support to students.

Nov-16	Dec-16	Create an early warning, rapid response component as part of the START system. **Responsible:** School Psychologist and School Principal will be responsible for creation. **Participants:** START Team will give input. **Frequency:** Once **Intended impact:** Component will assist school in rendering timely proactive support to students.
Jan-17	Jan-17	Provide professional development to faculty regarding revised START system. **Responsible:** START Team will be responsible for conducting such under the direction of the School principal. **Participants:** Teachers, Teaching assistants,building-base substitutes, librarian,nurse. **Frequency:** Once a year **Intended impact:** Use of the revised system should yield a more efficient and effective use of time and resources to support at-risk students.
Feb-17	Feb-17	Provide professional development to staff regarding strategies to use for students facing social/emotional issues. **Responsible:** School psychologist will be responsible for conducting training. **Frequency:** Once a year. **Participants:** School leaders, School counselors, School deans, teachers,all instuctional staff, nurse, librarian, safety officer **Intended impact:** School staff will be given tools to re-direct behaviors which disrupt the classroom and school environment. When commencing the use of the revised START system, START Team members (including community partners and parents) will meet on a monthly basis to create plans for students in need of support. All team members and teachers will be responsible.
Feb-17	Jun-17	Continue to monitor students and update school START Team members. **Responsible:** School leaders, School psychologist, School counselors, School deans,teachers, will be responsible for monitoring. **Frequency:** Daily **Participants:** School leaders, School psychologist, School counselors, School deans,teachers,all instuctional staff, nurse, librarian, safety officer **Intended impact:** To continuously provide students with timely support. Use of improved system will render timely proactive services to students in need of support.
Jun-17	Jun-17	Create and submit end of year data report to be presented to START Team and faculty. **Responsible:** Dean(s) of students will be responsible for tasks. **Frequency:** Once **Participants:** START Team (School psychcologist, vice principal, school counselors, deans, and parent.) **Intended impact:** Review of data will assist team with school's continuous improvement process.

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.
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 that 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. A primary need is to communicate high expectations to parents and engage their support in student achievement along with promoting reciprocal communication. According to the School Performance Scan 38.8% of the staff feel that as a school, we are effective in maintaining the home connections; 42% of staff feel our quality/frequency of commmunication with families is sufficient; 24.5% of staff feel we are able to help families to set high expectations for their children; and 39.1% of staff feel we help families prepare students fo life challenges, including thinking about being college and career ready.

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.	Beginning September 2016, 100% of Gaskill Prep Staff will engage in a minimum of two (2) parent informational events as evidenced by data collected via artifacts, sign-in sheets, handouts. Staff engagement is for the intent of promoting teacher/parent relations and/or provision of strategies for parents to help prepare students for life, college and careers as measured by parent/student surveys.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	•Parent attendance at workshops •Parent participation in District/School survey Staff Attendance at Partner workshops/events

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>**
Aug-16	Jun-17	Hold open house for incoming Grade 7 students and Grade 8 students. School Principal will be **responsible** for coordination. All teachers, counselors, deans, clerical support, school nurse and parent education members will **participate**. Parents will be informed of school practices, protocols, activities, staffing. **Frequency**: Once a year **Intended impact**: To build school/parent relations to support student learning.
Oct-16		Hold parent/teacher conferences for students and parents. School Principal will be **responsible** for coordination. All teachers, counselors, deans, clerical support, school nurse and parent education members will **participate**. Parents will be informed of school practices, protocols, activities, staffing. **Frequency: Conferences will be held twice a year** (late October/early November, and February 2017) **Intended impact**: To build school/parent relations to support student learning.
Nov-17		
Oct-16		Create a list of parents'employers. The top 5 employers will be sent correspondence inviting them to become a Adopt-A-School Partner with Gaskill Prep. **Participants:** Parents and local employers. **Responsible:** Clerical support staff along with Parent Education Group will create list under direction of Principal. **Frequency:** Once a year **Intended impact**: To establish a reciprocol relationship with both parent and employer promoting teaching and learning. EXAMPLE - Host "School Night for Company A". Activities will include workshop such as teaching parent/business owner "Common Core Math for the Workplace" and/or "Reading and Writing Using Everyday Technical Manuals."

		Host parent/employer workshops twice a year for the purpose of promoting CCLS and improving school and business relationships. **Responsible:** School Principal, Instructional Coaches and Clerical Support will coordinate. **Frequency:** Twice a year. **Participants:** Employers and parents **Intended impact:** To promote community partnerships
Nov-16		Teachers will be responsible for creating a schoolwide communication tool (ie REMIND) in order to readily connect the school/parent community. **Responsible:** Selected teachers who currently use REMIND.Com, a communication tool that helps teachers reach parents electronically. **Participants:** Parents, Teachers **Frequency:** Once **Intended impact:** Tool will relay important information regarding school-wide instruction, goals, student activities, student achievement, school events, parent workshops to ensure an informed school community.