

<b>LEA Name:</b>	Niagara Falls City School District
<b>LEA BEDS Code:</b>	400800010041
<b>School Name:</b>	LaSalle Preparatory School

**ENTER DATA INTO ALL YELLOW CELLS.**

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

<b>Contact Name</b>	James Spanbauer	<b>Title</b>	Principal
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<b>Website for Published Plan</b>	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			

X

X

X

X

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 Peers
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 SCEP

**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)
June 14, 2016	LaSalle Preparatory School	7/5/2016
June 17, 2016	LaSalle Preparatory School	
June 23, 2016	LaSalle Preparatory School	
June 28, 2016	G. J. Mann Elementary School	
July 1, 2016	LaSalle Preparatory School	

Name	Title / Organization
James Spanbauer	Principal/LaSalle Preparatory School
Tina Gregory	Assistant Principal/LaSalle Preparatory School
Maria Murgia	Math Instructional Coach/LaSalle Preparatory School
Anne Mardon	Literacy Instructional Coach/LaSalle Preparatory School
Jocelyn Touma	Math/AIS Teacher/LaSalle Preparatory School
Amanda Zona	ELA/AIS Teacher/LaSalle Preparatory School
Ashley Chambers	Grade 7 Special Education Teacher/LaSalle Preparatory School
James Hutchinson	School Counselor/LaSalle Preparatory School
Brian Rotella	Psychologist/LaSalle Preparatory School
John Briglio	Dean/LaSalle Preparatory School



### School Information Sheet

School Information Sheet							
Grade Configuration	7-8	Total Student Enrollment	565	% Title I Population	100	% Attendance Rate	87.8
% of Students Eligible for Free Lunch	62	% of Students Eligible for Reduced-Price	4	% of Limited English Proficient Students	2	% of Students with Disabilities	19

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	3	% Black or African American	31	% Hispanic or Latino	6	% Asian, Native Hawaiian / Other Pacific Islander	1	% White	53	% Multi-Racial	6

School Personnel							
Years Principal Assigned to School	3	# of Assistant Principals	1	# of Deans	2	# 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	1	Average # of Teacher Absences	19 days

Overall State Accountability Status							
Priority School	N/A	Focus School Identified by a Focus District	X	SIG 1003(a) Recipient	X	SIG 1003(g) Recipient	N/A
Identification for ELA?	X	Identification for Math?	X	Identification for Science?	N/A	Identification for High School Graduation Rate?	N/A
ELA Performance at Level 3 and Level 4	16	Math Performance at Level 3 and Level 4	7	Science Performance at Level 3 and Level 4	62	Four-Year Graduation Rate (HS Only)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A
Persistently Failing School (per Education Law 211-f)	N/A	Failing School (per Education Law 211-f)	N/A				

**School Information Sheet**

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

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

<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	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		

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

1. R:


2. R:

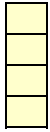

3. R:


4. R:


5. R:


6. Id







## SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

**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).

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- 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.

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

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

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

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- 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.

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

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

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

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

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

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

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- 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.

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## **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.

**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 thereof 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**

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

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

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

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

**D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.**

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

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

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

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

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

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

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

### **Common Leading Indicators Worksheet**

<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	<b>Tenet 2</b>	<b>Tenet 3</b>	<b>Tenet 4</b>	<b>Tenet 5</b>
Student Growth Percentile for Low-Income Students		Y	Y	Y
Student Average Daily Attendance	Y	Y	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			Y	
Teachers Rated as "Effective" and "Highly Effective"		Y	Y	
Teacher Attendance at Professional Development		Y	Y	Y
Parent Attendance at Workshops	Y			Y
Parent Participation in District/School Surveys	Y			Y



Tenet 6
Y
Y
Y
Y
Y
Y
Y

## Tenet 2: School Leader Practices and Decisions

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

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	To create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement. The primary need is to create and focus on a common mission. According to the School Performance Scan only 48.8% of staff feel that our school leaders often talk about the vision and mission of our school during school events. Families and students are not sure of current Mission Statement or strategic goals. Once mission is created, system to monitor progress and work towards continued improvement should be activated.
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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>	During the 2016-2017 school year the school leaders, staff, and students will create and focus on a common mission. Once created, the mission will be shared at 100% of school events.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	10/1/2016	ASP meetings to gather student input. <b>Responsible:</b> Teachers; <b>Participants:</b> Students and teachers; <b>Frequency:</b> Three meetings in September; <b>Impact:</b> Create a mission statement.
9/1/2016	10/1/2016	During our annual open house, school leaders will conduct a meeting for parents and guardians to inform them about a revised Mission Statement and begin to gather feedback for the creation of the new statement. <b>Responsible:</b> Administrative Team; <b>Participants:</b> Parents and guardians; <b>Frequency:</b> September open house and parent meetings/survey disseminated; <b>Impact:</b> Create a Mission Statement.
9/1/2016	10/1/2016	School leaders will meet with faculty to present the 2016-17 SCEP and inform them of the need to develop a new mission statement. <b>Responsible:</b> Administrative Team; <b>Participants:</b> LPS Staff; <b>Frequency:</b> Opening staff meeting; <b>Impact:</b> Raise awareness of the SCEP and the need to create a new Mission Statement.
9/1/2016	12/1/2016	Creation of new Mission Statement. <b>Responsible:</b> Leadership Team; <b>Participants:</b> Students, staff, parents; <b>Frequency:</b> Ongoing until 12/1/16; <b>Impact:</b> Creation of new Mission Statement
12/1/2016	12/22/2016	Dissemination of the newly created Mission Statement to faculty, staff, students and parents; <b>Responsible:</b> Administrative Team <b>Participants:</b> Faculty staff, students and parents. <b>Frequency:</b> At all faculty and staff meetings, student gatherings and parent gatherings; <b>Impact:</b> All stakeholders become familiar with the new Mission Statement
12/1/2016	6/30/2017	Revise all written communications to include new LPS Mission Statement. <b>Responsible:</b> Administrative Team and clerical staff; <b>Participants:</b> All stakeholders; <b>Frequency:</b> Ongoing; <b>Impact:</b> To make all stakeholder familiar with the LPS Mission Statement.
7/1/2016	9/1/2016	Formation of a discipline committee to revise the current discipline policy and practices. <b>Responsible:</b> Administrators; <b>Participants:</b> Administrative Team, teachers, (students and parents to review policy in September, 2016); <b>Frequency:</b> Monthly monitoring of the policy after its revision; <b>Impact:</b> To help create and support a positive and safe school culture.

### 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:		
<b>C1. Needs Statement:</b> 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, a primary need is for cross curricular planning and curriculum that includes other areas specifically technology and the arts. According to the school performance scan only 48.8% of the teachers felt that students have many opportunities to benefit from the integration of technology in their learning. Only 34.9% of staff feel that we work together across grade levels and content areas in order to provide an integrated approach to student learning. Lastly, according to the School Performance Scan only 47.5% of the teachers understand and reference the CCLS.	
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By December 2016 and June 2017, 60% and 85% of the staff, respectively, will understand and reference the CCLS as evidenced by teachers' instructional plans. Professional development will be held to assist with the integration of teaching into the instruction process as observed by classroom walkthroughs.	
<b>D2. Leading Indicator(s):</b> 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 Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	10/30/2016	Departmental meetings will be held to share the CCLS and how they align to their respective NYS learning standards. <b>Responsible:</b> Leadership Team; <b>Participants:</b> Teachers; <b>Frequency:</b> Department faculty and staff meetings; <b>Impact:</b> Staff will understand the CCLS and become to note it in their lesson plans
9/1/2016	6/30/2017	Ongoing meetings with teachers to provide opportunities for cross-curricular collaboration. <b>Responsible:</b> Leadership Team; <b>Participants:</b> Teachers; <b>Frequency:</b> Two times per month during ASP and professional development days; <b>Impact:</b> Development of cross-curricular projects, which includes technology and the arts.
9/1/2016	6/30/2017	Focus will be placed on having teachers create systems within their classrooms that provide students opportunities to reflect on their learning and to track their progress in relationship to teacher expectations. <b>Responsible:</b> Leadership team and teachers; <b>Participants:</b> Administration and teachers; <b>Frequency:</b> Ongoing; <b>Impact:</b> Creation and monitoring of the system that will allow students to reflect and track their learning progress.
9/1/2016	6/30/2017	Teachers will begin to reference the CCLS during classroom instruction, as well as, in their instructional plans. <b>Responsible:</b> Administrative Team and teachers; <b>Participants:</b> Administrative Team and teachers; <b>Frequency:</b> Ongoing; <b>Impact:</b> Reference to the CCLS will be evident during classroom walk-throughs and observations.

## 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:	

<b>C1. Needs Statement:</b> 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 engage teachers 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 consistently high levels of engagement, thinking and achievement. The primary needs are to use multiple data sources to drive instruction; incorporate strategies for students to track their own learning; involve students in higher order thinking; and after once professional development and expectations have been made clear, a walk-through system that focuses on the instructional points of emphasis and provides appropriate and timely feedback. According to the School Performance Scan, only 53.5% of teachers feel that classes in this school can be characterized as "students involved in higher-level thinking." Only 35.7% of teachers feel students in this school have strategies to track their own learning and only 53.5% of teachers feel that teachers and students work together as partners in learning.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By December 2016 and May 2017, 50% and 75% of teachers, respectively, will incorporate 3 of the Fab 5 instructional practices (learning targets, higher order thinking strategies, checking for understanding, student self-reflection, DDI) as evidenced by walk-through observations and teacher evaluations.
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<b>D2. Leading Indicator(s):</b> 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 Teacher Average Daily Attendance Rate Teachers Rated as "Effective" and "Highly Effective"
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	10/1/2016	Administrative team will make teachers aware of the Fab 5 Instructional Practices on which we will focus in the upcoming school year. <b>Responsible:</b> Administrative Team; <b>Participants:</b> Administrative Team and staff; <b>Frequency:</b> Information shared at all ASP meetings and Professional Development (approximately five times during the month of September); <b>Impact:</b> Awareness of the Fab 5.
10/1/2016	6/30/2017	Ongoing professional development for all staff to be conducted by Leadership Team members on the implementation of the Fab 5 Instructional Practices; PD will be held during scheduled Superintendent's Conference Day's, Departmental Meetings and regularly scheduled Cluster meetings (2 X's per month); <b>Responsible:</b> Leadership Team; <b>Participants:</b> All staff; <b>Frequency:</b> Two times per month; <b>Impact:</b> Implementation of the Fab 5 Instructional Practices as evidenced in formal and informal observations.
10/1/2016	6/30/2017	Administration will collect data on the incorporation of the Fab 5 Instruction Practices during formal and informal observations and walk-throughs. <b>Responsible:</b> Administrative Team; <b>Participants:</b> Administrative team and teachers; <b>Frequency:</b> Ongoing; <b>Impact:</b> Incorporation of three of Fab 5 Instruction Practices.


## Tenet 5: Student Social and Emotional Developmental Health

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

<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	To identify, promote, and support 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, primary needs are: to create a formal system that will encompass the engagement of outside agencies to work collaboratively with all stakeholders; create small group counseling opportunities for students with like needs; create a system to identify needs; conduct a systematic review of appropriate data which impacts SEDH and academic data and investigate ways to fund after school activities. According to the School Performance Scan, only 35.7% of staff feel we have an effective system for developing and building student social-emotional health. Only 46.5% of staff feel that our school has a positive and upbeat school culture. Only 44.2% of staff feel our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties and 4.7% feel that student behavior does not interfere with instruction.
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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, a formal system within the school will be developed that incorporates the collaboration of all stakeholders to support the social, emotional and educational health of students. By June 2017, the system will be functioning, as evidenced by a calendar reflecting small group counseling sessions, monthly meetings with outside agencies, and biweekly review of pertinent data.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	9/30/2016	Inform staff that a formal system will be developed that incorporates the collaboration of all stakeholders to support the social, emotional and educational health of students. <b>Responsible:</b> Administrative Team; <b>Participants:</b> staff and faculty; <b>Frequency:</b> ASP meetings and professional development; <b>Impact:</b> Awareness of the development of a system.
9/1/2016	9/30/2016	Identification of priority students and the development of small group counseling and interventions to provide early support to these students. <b>Responsible:</b> School counselors; <b>Participants:</b> Identified students and appropriate staff; <b>Frequency:</b> Ongoing on a daily basis; <b>Impact:</b> Identification of high-priority students.
10/1/2016	6/30/2017	Small group counseling sessions to occur on a weekly basis as evidenced by a calendar created by the school counselors. <b>Responsible:</b> School counselors; <b>Participants:</b> Identified students and school counselors; <b>Frequency:</b> Weekly basis; <b>Impact:</b> Provide social and emotional support to high-priority students.
9/1/2016	12/1/2016	Formal communication made to families and appropriate outside agencies informing them of our intent to create a system that will provide social and emotional support to our students and families. <b>Responsible:</b> School psychologist; <b>Participants:</b> LPS and appropriate outside agencies; <b>Frequency:</b> Three or more times per month as needed; <b>Impact:</b> The calendar reflecting monthly meetings to occur from 1/1/2017 to 6/30/2017.

9/1/2016	6/30/2017	<p>Development of a Student Support Team (SST) - administration, counselors, deans, psychologist, PSA and other appropriate staff-- to review pertinent data as it relates to a student's social, emotional and educational well being. SST will review building and student attendance data as compared to last years attendance rates, looking to see a 3 percentage point gain in student attendance. <b>Responsible:</b> SST; <b>Participants:</b> SST and other staff as needed; <b>Frequency:</b> Bi-weekly meetings; <b>Impact:</b> Ongoing support for students and families.</p>
9/1/2016	9/30/2016	<p>The development of a formal Behavior and Attendance Recognition System (BARS). During the 2015-16 school year we recognized on a quartely basis. The new sysytem will recognize students on a weekly basis with larger celebrations at the conclusion of the quaterly marking periods. <b>Responsible:</b> Deans; <b>Participants:</b> All staff; <b>Frequency:</b> Ongoing; <b>Impact:</b> A functioning BARS system that helps create a respectful and safe environment.</p>

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>		<b>The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>		To create a school 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 increase academic and SEDH engagement through a school-wide plan that supports reciprocal communication. There is a need to make expectations clear to the parents and to increase outside community agencies to support the school and the parents in meeting those expectations. According to the School Performance Scan only 28.9% of the teachers feel we are able to help families to set high expectations for their children. Only 24.3% of the teachers feel we conduct needs assessments with families so that we understand their interests and concerns. Only 47.5% of the staff feel that we actively engage families in conversations around students' needs/progress and only 35.7% of staff feel we contact families on a routine basis, not just in times of concern. Only 16.7% of families feel the school engages families in conversations around student needs/progress. Also, only 16.7% of families feel connected to the school.
<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 a formal system will be developed to increase home-school connections through a variety of methods and shared with 100% of the stakeholders. By June 2017 the increase will be evidenced by an increase in the number of events and a 10% increase in the number of parents participating in the events.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	10/31/2016	Make parents aware of our intent to develop a system that will increase home school connections through a variety of methods. <b>Responsible:</b> Student Support Team (SST); <b>Participants:</b> SST, appropriate staff and parents/guardians; <b>Frequency:</b> September Open House, October Parent/Teacher Conferences and Parent Group meetings held in September and October, and other means of communication as opportunities arise. <b>Impact:</b> Awareness of the need to develop a system and feedback from parents/guardians on the development of the system.
9/1/2016	10/31/2016	The SST will distribute a needs assessment to families to ascertain areas of need for families, as well as, what their preferred means of communication would be. <b>Responsible:</b> SST; <b>Participants:</b> SST and parents/guardians; <b>Frequency:</b> Over a two-month period the needs assessment will be distributed via multiple means; <b>Impact:</b> To determine needs of families and how we can best communicate with families.
11/1/2016	6/30/2017	LPS staff will offer monthly parent meetings/workshops based on information gathered from our needs assessment. Topics will include student attendance vs. academic success, parental academic resources, community resources and assistance available. These meetings will be held at a variety of locations throughout the city that will best meet the needs of the families. <b>Responsible:</b> SST and appropriate staff as needed; <b>Participants:</b> LPS families and outside agencies as appropriate; <b>Frequency:</b> Monthly; <b>Impact:</b> Increase the number of families participating in school-related events.



