

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

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

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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
Mark Laurrie, Superintendent,			
Nicholas Vilardo, President, B.O.E. / Chancellor or			

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.

- 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) and §3012(d) .

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Information Sheet

School Information Sheet							
Grade Configuration	7 & 8	Total Student Enrollment	540	% Title I Population	77%	% Attendance Rate	94%
% of Students Eligible for Free Lunch	73%	% of Students Eligible for Reduced-Price	5%	% of Limited English Proficient Students	0%	% of Students with Disabilities	19%

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	38	% Multi-Racial	6

School Personnel							
Years Principal Assigned to School	2	# 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	9%

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	39	Math Performance at Level 3 and Level 4	15	Science Performance at Level 3 and Level 4	53	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
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

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

SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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- 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).

School Leaders were provided the opportunity to receive frequent (monthly) professional development and technical assistance in regards to leadership practices and methods which consequently led to more frequent interaction and dialogue with teachers and students.

- 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.

1.) **Tenet 2-** Although, School Leaders were conducting regular walkthroughs- provision of actionable feedback was added. Previous feedback did not give teachers 'clear guidance' on 'how' to improve practice. **Impact:** Enhanced school leaders knowledge and repertoire. **Sustainability expectation:** Continuous practice

2.) **Tenet 3/4-** Teachers implemented the daily practice of conducting a written exit ticket practice aligned with daily learning target. **Impact:** Exit tickets are now viewed as a routine practice

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

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

Administrator to formulate schedules for daily walk throughs and create tool to include targeting student subgroups; Teachers will become experts on data driven instruction; Enhancement of students' opportunities for self-reflection and provide students with feedback toward mastering learning targets; Increase parent support by target requested training which will include giving parents daily access to student's grades and attendance via PowerSchool program.

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

Primary needs will be professional development for various stakeholders - students, parents, educators.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

To create a school community in partnership with major stakeholders, that leads to effective teaching, high academic outcomes and prepares our children lifelong as academic and social learners. This is in alignment with our identified needs of our students -reducing the number of students with social/emotional needs; increasing academic knowledge of ALL students, and involving additional parents in the education of their children.

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

Identified subgroups are Black/African-American, Whites, Students With Disabilities, and Economic Disadvantaged. The academic achievement target for all sub-groups will be a 3% increase in scores for the New York State Intermediate math assessment; New York State ELA assessment; and the Grade 8 New York State Science assessment.

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

Daily classroom monitoring via walk throughs, weekly counselor & deans meetings, institutionalization of teacher feedback and student self-reflection, and regular parental involvement will drive the school mission via a continuum of integration of efforts.

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

Teacher release time competing with other meetings/training or mandates such as CSE meetings (Barrier will be addressed by prioritizing); Substitute shortage (Barrier will be addressed by providing one-to-one staff development and/or department meetings after school with teachers who are not instructors for extended day program); Testing schedule impedes on the number of days teachers are available for professional development and the number of instructional days (Barrier will be addressed by reviewing local testing calendar for modifications.)

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

Professional development for Administrators will focus on leveraged leadership; Google Docs; Professional development for Teachers & Administrators will focus on Data Driven Instruction, Formative Assessment; Restorative Justice; and Student Self-Assessment; Professional development for Parents will focus on Parent Portal, and requested parent topics.

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

Methods of dialogue targeting staff will include faculty meetings, department meetings; individual walk through review meetings; Methods of dialogue targeting parents will include parent events; parent education group meetings; parent/teacher conferences; auto caller messages ; and individual home calls to parents

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

Current plan will be posted on school website, publicized in school newsletter; and copies made available in School's Main Office.

- 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.

Not applicable

Re-Identified Focus Schools

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

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement 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) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and 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 professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

More information about the Turnaround Principles can be found at: <https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc>

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

3. How will the school continue to monitor and make adjustments to implementation?

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 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 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 2016-17 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 2016-17 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 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 2016-17 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 2016-17 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 16-17 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 Department of Education’s (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform’s website at <http://www.p12.nysed.gov/oisr/>. 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. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

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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 2017-2018 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.

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:	December 6, 7, 8 2016 with follow-up visit on February 7, 2017
B2. DTSDE Review Type:	Year I Focus School Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	To create a school community that leads to effective teaching & high academic outcomes, school leaders must conduct frequent walk throughs to monitor the implementation of instructional 'Look Fors.' Data gathered from these walkthroughs will be used to create agendas for professional development and identify teachers and students in need of targeted support . According to the School Performance Scan, only 52.2% of teachers feel that school leaders frequently visit their classrooms, conducting informal walkthroughs. Additionally, only 55.6% of teachers feel that school leaders provide helpful instructional feedback and guidance.
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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 June of 2018, 100% of teachers teaching core area subjects will receive actionable feedback from school leaders , resulting in a 10-15 % increase in use of instructional strategies and data as evidenced by analysis of data collected using the GPS Walkthrough Data Collection Tool.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Classroom visits (formal and informal), Professional Development Calendar, Walk through Data Collection Tool

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.
8/1/2017	9/1/2017	1.) Modify walk-through tool to include subject area, grade level, and one student subgroup (SWD) in order to monitor use of learning targets; student engagement; student feedback/checking for understanding. Responsible: Administrators Participants: School Leaders Frequency: Once a year Intended Impact: To identify students' level of performance of understanding, and additional needed strategies for students.
9/1/2017	6/30/2018	2.) Conduct daily walk throughs, collect data , and provide feedback to individual teacher within a 48 hour period, regarding performance of understanding (student task); student engagement; student feedback/checking for understanding. Responsible: School Leaders Participants: Teachers Frequency: 2-3 times /wk. Daily Intended impact: To provide teacher with actionable, immediate feedback to improve & guide instruction.
11/1/2017	6/30/2018	3.) Share findings Two (2) times per month at teachers' grade level meetings Responsible: School Leaders Participants: Teachers Frequency: Two (2) times per month Intended impact: To provide teachers with targeted actionable feedback to improve daily instruction as a whole group for the purpose of discussion targeting strategies for improvement.

11/1/2017	6/30/2018	<p>4.) Share findings 2 times /mos. with instructional coaches at Leadership Team meetings. Frequency: 2 times/mos. Participants: Administrators, Instructional Coaches Intended impact: Leadership Team will have the opportunity to compare and analyze findings and use findings to plan and adjust professional development as warranted.</p>
11/1/2017	6/30/2018	<p>5.) Share findings 1X/mos. with school staff at faculty meetings. Responsible: School Leaders Participants: Teachers and other instructional staff Frequency: Once a month Impact: Leadership Team will have the opportunity to share data with whole-staff and discuss/compare data for the purpose of increasing student achievement.</p>

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 & coherent curricula and assessments that are appropriately aligned to the CCLS. Gaskill Preparatory School's primary need is to provide teachers with Data Driven Instruction. According to the School Performance Scan, only 56% of teachers believe they utilize a comprehensive, school-wide data system that includes a Data Dashboard for monitoring goals and progress.
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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 2018, 100% of all ELA and math teachers will receive a minimum of three (3) professional development sessions on DDI in order to improve student learning. Implementation and student improvement will be evidenced by walk through data collection and interim assessment results.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher professional development attendance, Classroom Walk Through tool, Teacher use of formative assessment data.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/30/2017	1.) Staff will review for data trends and check progress of interventions Responsible: Administrators, instructional coaches ; Participants: Teachers; Frequency: Minimum of 3 times per year; Impact: To review/monitor/identify trends & student progress in order to support student achievement.
9/1/2017	9/30/2017	2.) Teachers along with Instructional coaches will create interim assessments in order to assess students strengths/weaknesses and instructional gaps. Responsible: Instructional coaches and teachers ; Participants: Teachers; Frequency: Minimum of 2 times per year; Impact: Creation of assessment tool to monitor students' progress and increase student achievement.
10/1/2017	10/30/2017	3.) Teachers along with Instructional coaches will create 'Do It Now' (DIN) formative assessment(s) in order to assess students skills and understanding. Responsible: Administrators, instructional coaches, and teachers; Participants: Teachers; Frequency: Minimum twice/ yr. Impact: Creation of formative assessment /self-reflection tool for students to increase student achievement
11/1/2017	11/30/2017	4.) Instructional coaches will schedule and conduct 1 of 2 data analysis process (DAP) meetings per year. Responsible: Administrators, instructional coaches Participants: Teachers Frequency: Two (2) per year; Impact: To review/monitor student progress and modify as needed in order to support student achievement.
February 1, 2018	February 28, 2018	5.) Instructional coaches will schedule and conduct 2 of 2 data analysis process (DAP) meetings per year. Responsible: Instructional coaches; Participants: Teachers; Frequency: Two (2) per year; Impact: To review/monitor student progress and modify as needed in order to support student achievement.
May-18	May 30, 2018	6.) Review final data utilizing data sources such as NWEA, AIMSWEB, end-of-the year assessments, etc. for the purpose of analysis of student progress/achievement. Responsible: Instructional Coaches ; Participants: Teachers, Administrators; Frequency: Once (1) per year; Impact: To review/monitor/identify trends & student progress in order to support student achievement.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
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.	50% of parents reported that their child talks about the student learning target goals given to them by their teacher; 56.5% of students report teachers help them to keep track of their learning and assess their progress. In addition, recommendations from the 12/16 SED ITT visitation indicated 75% of students should participate in a weekly feedback cycle. Therefore, core teachers in science, social studies, math, and ELA will give students written feedback and students will continuously self-monitor progress for the purposes of self-assessment, student engagement, and understanding.
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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.	During the 2017-2018 school year, the goal is for 60% teachers in the core areas of math, science and social studies, ELA will embed opportunities for student self-reflection and to provide students with feedback on their progress toward mastering the learning targets evidenced via walkthrough data collection.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk-through data, student work, professional development calendar, teacher attendance at professional development., teacher artifacts.

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.
9/1/2017	12/30/2017	Instructional Coaches and select teachers will provide professional development on the topic of ' <i>Do-It-Now</i> ' process as a self-reflection tool for students to track progress toward achieving learning target. Responsible: Teachers and coaches; Participants: Teachers of ELA & math; Frequency: two times /yr ; Impact: To provide students with the skills to self-assess learning progress as self-directed learners as measured by walk-through data and student work.
1/1/2017	2/28/2017	Instructional Coaches and select teachers will provide professional development on the topic of ' <i>Rubrics</i> ' as a self-reflection tool for students to track progress toward achieving learning targets. Responsible: Teachers and coaches; Participants: Teachers; Frequency: two (2) times /yr ; Impact: To provide students with the skills to self-assess learning progress as self-directed learners as evidenced by walk-through data and student work.
3/1/2018	3/30/2018	Instructional Coaches and select teachers will provide professional development on ' <i>Creating On-line Blogs as a Student Self- Assessment Tool</i> ' in order for students to track progress toward achieving learning target. Responsible: Teachers and coaches; Participants: Teachers; Frequency: one time /yr ; Impact: To provide students with the skills to self-assess learning progress as self-directed learners .
9/1/2017	6/30/2017	Administration will monitor student self-reflection and feedback during walk-throughs. Responsible: Administration; Participants: Administrators and teachers; Frequency: Weekly; Impact: Increased use of student self reflection and feedback as evidenced by walk- through data .

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.	In order to reduce the number of students needing social/emotional support, a primary need at Gaskill Preparatory School is for staff to engage in proactive strategic practices. There is a need for the continuance of formal weekly meetings with administration, deans and counselors to review key data in order to identify trends and patterns to develop needed social/emotional supports. According to the School Performance Scan, only 25.5% of teachers believe that student behavior does not interfere with instruction. There were 1,297 referrals and 209 suspensions during the 2016 - 17 school year, and according to the School Performance Scan survey only 56.3% of teachers believe the school has definitive procedures in place for	
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.	During the 2017-2018 school year, the number of referrals 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.	Discipline referral data, minutes from intervention meetings	
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.
8/1/2017	9/1/2017	Create an agenda/minutes tool. Responsible: Administrators; Participants: Administrators; Frequency: once; Impact: Organization and tracking of data to proactively prioritize the needs of students and staff.
9/1/2017	6/30/2018	Minutes from weekly meetings shared with START team Responsible: Administration Participants: START Team members; Frequency: bi-weekly; Impact: Increased communication to provide related and timely support services as evidenced by meeting minutes.
9/1/2017	6/30/2018	Develop a 'running' list of high at-risk students which prioritizes students. Responsible: Administration, Deans,Counselors Participants: Deans, Counselors; Frequency: once a week; Impact: To provide timely service/supports to improve student behavior.
9/1/2017	6/30/2018	The school will begin the initial phases of restorative justice as part of a district initiative. Responsible: Administration,Deans Participants: Staff; Frequency: Year-long Impact: Reduce number of referrals (as measured by monthly discipline data) and to open communication between peers and parents (as measured by annual parent survey).
9/1/2017	11/30/2017	Send school representative to local profession development workshop in order to share program concept & information with school counselors, deans, and administrators. Responsible: Administration Participants: Staff member(s) Frequency: once Impact: Reduce number of referrals (as measured by monthly discipline data) and to open communication between peers and parents.
Dec-17	12/17/2017	Hold faculty meeting to disseminate information regarding restorative justice program. Responsible: Administration Participants: Staff Frequency: once Impact: Reduce number of referrals from teachers and to open communication between peers and parents (as measured by discipline data reviewed on a monthly basis.)

January 30,2018	February 28,2018	Recruit cadre of teachers and/or other staff interested in implementing initiative R.,esponsible: Administration & Coordinator Frequency: Ongoing Impact: To serve as catalyst in reducing number of referrals from teachers and to open communication between peers and parents (as measured by discipline data reviewed on a monthly basis.)
Feb-18	Feb-18	Solicit district consultants or experts to assist in planning restorative justice initiative at Gaskill Preparatory School. Responsible: Administration and Dean Participants: Administration and Deans Frequency: Minimum of 3 planning meetings Impact: Reduce number of referrals and to open communication between peers and parents (as measured by discipline data reviewed on a monthly basis.)
Feb-18	Mar-18	Implement 'pilot' restorative justice program. Responsible: Administration and Dean Participants: Interested staff Frequency: Administration and Dean Impact: Reduce number of referrals (as measured by monthly discipline data) and to open communication between peers and parents (as measured by annual parent survey.)