

<b>LEA Name:</b>	City School District of Niagara Falls
<b>LEA BEDS Code:</b>	400800010010
<b>School Name:</b>	79th Street School

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2016-2017 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.**

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
Superintendent		Mark Laurrie	
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. James Cancemi	

## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
  
2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
  
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
  
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
  
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
  
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.



## School Information Sheet

School Information Sheet							
Grade Configuration	PreK-6	Total Student Enrollment	463	% Title I Population	100	% Attendance Rate	92
% of Students Eligible for Free Lunch	64	% of Students Eligible for Reduced-Price	0	% of Limited English Proficient Students	0	% of Students with Disabilities	17

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	5	% Black or African American	17	% Hispanic or Latino	2	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	68	% Multi-Racial	8

School Personnel							
Years Principal Assigned to School	3	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	1
% 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	0	Average # of Teacher Absences	0.08

Overall State Accountability Status							
Priority School	NO	Focus School Identified by a Focus District	YES	SIG 1003(a) Recipient	YES	SIG 1003(g) Recipient	
Identification for ELA?	YES	Identification for Math?	YES	Identification for Science?	NO	Identification for High School Graduation Rate?	NO
ELA Performance at Level 3 and Level 4	26	Math Performance at Level 3 and Level 4	29	Science Performance at Level 3 and Level 4	NO	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

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	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
X	Economically Disadvantaged		

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

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

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

## SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tenet 2- Creating a walkthrough tool for actionable feedback. Tenet 3- Develop units and lessons that reflect the use of data to drive instruction. Tenet 4- Teachers will use a variety of student engagement activities and formative assessment tools to differentiate and drive instruction. Tenet 5- Developing a system for identifying, promoting, and supporting the social and emotional development of students. Tenet 6- Increase and track positive communications with families.

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

Increase frequency of actionable feedback to teachers. Increase data driven instruction. Increase student engagement. Develop a system for social and emotional health. Increase positive communication with families.

- 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.

"Learning for all, whatever it takes." In order for all students to learn teachers will need to improve their craft with actionable feedback, increased communication with parents, data driven and differentiated instruction, and monitor and support students' social and emotional health.

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

Increase annually yearly progress for students taking the ELA and EMA assessments in the subgroup of low socioeconomic background.

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

In order to implement the mission/guiding principles we will increase professional development and reflective practices, develop systems for feedback, improve parent communication, and improve student intervention protocols.

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

The barrier of time to collaborate will be addressed by use of department meetings. Lack of available substitutes will be addressed by better use of support staff. The barrier of communication with staff and parents will be addressed by the increase and implementation of technology and alternative methods to share information.

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

Professional development opportunities will be provided for student engagement strategies, use of formative assessment to develop instruction (data driven and differentiated instruction), components of effective lesson planning (increase student engagement and outcomes), and positive parent communication (improve home-school partnership).

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

Dialogue will be provided through newsletter, all call system, minutes from leadership meetings, feedback conferences, email, parent conversations, website, parent education group meetings, school events, teacher meetings, grade level meetings, department meetings, individual phone calls.

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

This plan will be made public through our school website and presented at our parent education meeting.

- 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.

The school psychologist will attend and participate in Committee of Preschool Special Education to Committee of Special Education transition meetings. Preschool teachers communicate with kindergarten teachers. The District ensures, through the District Pre-K committee, curriculum and assessment are aligned and consistent throughout District elementary schools.





**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.**





## 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>	A primary need of our school is clear, effective and targeted actionable feedback to teachers from administrators and instructional adjustments resulting from that feedback. In the School Performance Scan, 69.2% of teachers said that school leaders frequently visited their classrooms conducting informal walkthroughs. Also, 74.1% of teachers said that they receive helpful instructional feedback and guidance from our school leaders. 70.4% of teachers said our school leaders promote continuous improvement for all. School leaders need to provide timely and actionable feedback to teachers in order to support high quality instruction throughout the school.
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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 2016-17 school year, school leaders will conduct monthly walkthroughs for 100% of instructional staff for the purpose of providing targeted, actionable feedback to teachers regarding learning targets/objectives, higher order thinking questions, and active engagement strategies as evidenced by walkthrough documentation to create a feedback cycle.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Walk through tool Lesson Plan Component Review

<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E2. End Date: Identify the projected end date for each activity.</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
Jul-16	Aug-16	Create walkthrough tools <b>Responsible:</b> Administrator/SCEP <b>Participants:</b> Administrator/SCEP <b>Frequency:</b> Once <b>Intended Impact:</b> To record and provide feedback based on goal
Sep-16	Sep-16	Share walkthrough tools with staff <b>Responsible:</b> Administrator/SCEP <b>Participants:</b> Administrator <b>Frequency:</b> Once <b>Intended Impact:</b> Familiarize staff with walkthrough tool to measure classroom implementation
Sep-16	Jun-17	Conduct walkthroughs <b>Responsible:</b> Administrator <b>Participants:</b> Teachers <b>Frequency:</b> Monthly <b>Intended Impact:</b> To monitor progress of staff in utilizing learning targets/objectives, higher order thinking, active engagement strategies
Sep-16	Jun-17	Provide actionable feedback <b>Responsible:</b> Administrator <b>Participants:</b> Administrator/Teachers <b>Frequency:</b> Monthly <b>Intended Impact:</b> To communicate with teachers to improve reflective practice and student achievement
Oct-16	Jun-17	Analyze walkthrough data results. <b>Responsible:</b> Administrator/Leadership Team <b>Participants:</b> Administrator/Leadership Team <b>Frequency:</b> Monthly <b>Intended Impact:</b> To monitor progress of staff in utilizing learning targets/objectives, higher order thinking, active engagement strategies.
Nov-16	Jun-16	Professional development based on data collected from walkthrough tool. <b>Responsible:</b> Administrator/Leadership Team <b>Participants:</b> Staff <b>Frequency:</b> Monthly <b>Intended Impact:</b> To monitor progress of staff in utilizing learning targets/objectives, higher order thinking, active engagement strategies.
Oct-16	Jun-17	Share walkthrough tool results. Identify results, challenges, and successes. <b>Responsible:</b> Administrator/Leadership Team <b>Participants:</b> Teachers <b>Frequency:</b> Monthly <b>Intended Impact:</b> To provide school feedback on effectiveness of goal to improve instruction


### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<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 ensure rigorous and coherent curricula and assessments aligned to the CCLS, a primary need is for all educators to have well-developed unit and lesson planning and preparation that reflect the use of data to drive instruction. According to the School Performance Scan Survey, only 65.4% of teachers actively used data to inform lesson planning. Additionally, the survey indicated that 65.4% of teachers use data protocols at grade level/content area team meetings to support the work in reviewing student work. 69.2% of our staff has worked to make certain our curriculum has well-developed unit and lesson plans. As a school, the survey indicated that 48.1% indicated we need to create systems so that students are able to
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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>	All staff are expected to teach District curriculum, aligned to the CCLS. By December 2016, 50% of staff and by April 2017, 75% of staff will create/modify their lessons and assessments using effective lesson planning components ,including the use of data to drive instruction, as evidenced by administrative walk throughs, planning document reviews, and teacher conferences.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Walk through tool Lesson Plan Component Review Planbooks

<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.
Jul-16	Aug-16	School leader in collaboration with the Leadership Team will determine the components of effective lesson planning. <b>Responsible:</b> Administrator/Leadership Team. <b>Participants:</b> Administrator/Instructional Coaches <b>Frequency:</b> Once <b>Intended Impact:</b> To determine common components of instructional lesson plans
Sep-16	16-Sep	Communicate lesson components with staff <b>Responsible:</b> Administrator/Leadership Team <b>Participants:</b> Administrator/Instructional Coaches <b>Frequency:</b> Once <b>Intended Impact:</b> For staff to utilize effective lesson components
Sep-16	May-16	Provide opportunities for sharing and discussion of lesson components during implementation. <b>Responsible:</b> Administrator/Leadership Team <b>Participants:</b> Teachers <b>Frequency:</b> Monthly <b>Intended Impact:</b> Inclusion of components in lesson planning
Sep-16	May-16	Monitor the use of lesson plan components using the walkthrough tool, document reviews and conferences. <b>Responsible:</b> Administrator/Leadership Team <b>Participants:</b> Administrator/Instructional Coaches <b>Frequency:</b> Monthly <b>Intended Impact:</b> Ensure common components of instructional lesson planning
Sep-16	May-16	Share data monthly with staff <b>Responsible:</b> Administrator/Leadership Team <b>Participants:</b> Administrator/Teachers <b>Frequency:</b> Monthly <b>Intended Impact:</b> Communicate progress with staff in reaching goal
Sep-16	May-16	Provide additional support as needed such as modeling, specific strategies, sharing of best practices <b>Responsible:</b> Instructional Coaches/Teachers <b>Participants:</b> Instructional Coaches/Teachers <b>Frequency:</b> As Needed <b>Intended Impact:</b> Improve instructional strategies
Sep-16	May-16	Staff development in DDI and then the use of it to plan for differentiation in the lesson plans <b>Responsible:</b> Administrator/Instructional Coaches <b>Participants:</b> Instructional Coaches/Teachers <b>Frequency:</b> Twice a year <b>Intended Impact:</b> Increase knowledge of utilizing DDI to increase student achievement
