

LEA Name:	Niagara Falls City School District
LEA BEDS Code:	400800010015
School Name:	Henry J. Kalfas Magnet School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Italo J. Baldassarre	Title	Principal
Phone	716-278-9180	Email	ibaldassarre@nfschools.net
Website for Published Plan	www.nfschools.net		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Mark Laurrie	27-Jul-17
President, B.O.E. / Chancellor or Chancellor's Designee		Nicholas Vilardo	27-Jul-17

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, 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 dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 28, 2017	Henry J. Kalfas Magnet School		
July 24, 2017	Henry J. Kalfas Magnet School		

[illegible]

Statement of Assurances

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

X

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.

X

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.

X

3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

X

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) .

X

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

X

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	PK-6	Total Student Enrollment	435	% Title I Population	100	% Attendance Rate	94
% of Students Eligible for Free Lunch	81	% of Students Eligible for Reduced-Price Lunch	3	% of Limited English Proficient Students	0	% of Students with Disabilities	9

Racial/Ethnic Origin of School Student Population									
% American Indian or Alaska Native	5	% Black or African American	62	% Hispanic or Latino	4	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	16
								% Multi-Racial	13

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	0	# of Deans	1	# of Counselors / Social Workers	1
% 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	2	Average # of Teacher Absences	7.5

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	No	SIG 1003(g) Recipient	No
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	21%	Math Performance at Level 3 and Level 4	18%	Science Performance at Level 3 and Level 4	86%	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)					

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
X	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
	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		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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input checked="" type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input checked="" type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | 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).

The most significant positive impacts that have resulted from the previous year's plan include:

- The number of referrals for student discipline has decreased by 25% (2016 to 2017)
- The number of minor altercations has decreased by 26% (2016 to 2017)
- 2015-2016 NYS Assessment Performance data revealed a 23% improvement in ELA proficiency and a 17% improvement in Mathematics at Grade 3
- 2015-2016 NYS Assessment Performance data revealed a 7% improvement in ELA proficiency and a 5% improvement in Mathematics at Grade 4
- 2015-2016 NYS Assessment Performance data revealed a 6% improvement in ELA proficiency and a 3% improvement in Mathematics at Grade 6
- Preliminary results from the 2016-2017 NYS Assessment administrations indicate a continuation of the improvement trend.
- Observed teacher courteous interactions have increased from 82% to 96% (SFWT-SCEP Focused Walk-through Tool)
- Teachers stating explicit objectives has increased from 1% to 50% (SFWT)
- Utilization of checks for understanding in the classroom have increased from 39% to 96% (SFWT)

- 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.

Following the DTSDE Review in 2016, monthly grade level meetings were instituted to support the identified instructional priorities, provide greater accountability in the Student Teacher Action Response Team (START) process and initiate development of Greatest Area of Need goals. These monthly meetings have become (and will continue to be) a vehicle for the systematic review of data and student work. In monthly faculty meetings throughout 2016-2017, the school leader has engaged staff in the visioning process and discussions aimed at transforming the school culture in response to the needs of the current student population. Baseline discipline referral data collected in 2015-2016 has been compared to 2016-2017 data. Both have been shared with staff to evaluate the effectiveness of our Positive Behavior Management Plan efforts and plan for improvement.

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

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

- The School Leader will conduct weekly classroom visits providing feedback that references clear objectives, regular checks for understanding and a closing resulting in increased student achievement
- Teachers will develop and produce daily planning documents and artifacts that demonstrate the use of formative assessment to differentiate instruction resulting in increased student achievement
- The School Leader will conduct monthly grade level meetings to evaluate G.A.N. data/action steps, identify exemplars, discuss student needs and inform teacher planning and instruction resulting in increased student achievement
- Instructional Coaches will provide monthly job-embedded professional development related to the creation of lesson plans that incorporate clear objectives, utilize checks for understanding and a closing resulting in increased student achievement
- The School Counselor will develop a school counseling plan (reviewed quarterly) to identify and address the social and emotional needs of our student body, resulting in improved student social and emotional health
- In order to provide meaningful support to families, the School Leader will create and utilize multiple methods for collecting data on parent perceptions of the school, parent views on school related topics, and family needs

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

- Draft a new vision and mission of the school to be presented to stakeholders in September 2017
- The communication of expectations for staff professionalism toward the development of a more courteous, optimistic and achievement orientated school culture
- Continue the Greatest Area of Need Process to foster collaboration and more frequent opportunities for model lesson studies
- Articulate more clear expectations for teacher planning, instruction and differentiation
- Develop a comprehensive school counseling plan
- Utilize the achievement, attendance, behavior and socioeconomic data currently available to more readily identify and advocate for at-risk students

- 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.

The mission of Henry J. Kalfas Magnet School, in cooperation with home and community, is to provide a child-centered, stimulating and culturally diverse environment which will foster the development of lifetime productive learners. The identified targets for improvement directly correlate with the stated needs for improvement. Home and community collaboration will be supported through the development of a new vision and mission with stakeholder input. Initiatives that include the development of a comprehensive school counseling plan and communicating staff expectations for professionalism align with the development of a child centered environment. The development of lifetime productive learners will be fostered through the systematic utilization of achievement data and the implementation of the Greatest Area of Need Process.

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

- Students with Disabilities – To exceed the combined English Language Arts and Mathematics Performance Index (PI) Focus School cut point by 10 points. (2015-2016 +6)
- African American Students - To exceed the combined English Language Arts and Mathematics Performance Index (PI) Focus School cut point by 15 points. (2015-2016 +12)
- Economically Disadvantaged Students - To exceed the combined English Language Arts (ELA) and Mathematics Performance Index (PI) Focus School cut point by 15 points. (2015-2016 +13.5)

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

The school leader has conducted classroom walkthroughs and formal observations that note the implementation of the District provided curriculum. Teachers have direct access to curriculum maps for each grade level subject that have been developed by teacher committees to align with the Common Core Learning Standards and account for the pedagogical shifts. The Journeys Program for English Language Arts instruction (formerly K-2) was expanded to include Grade 3 in 2016-2017 and will be inclusive of all grades K-4 in 2017-2018. Investigations III has recently been adopted (June 2017) as the formal Mathematics program in all grades K-5. The school implements the established District RTI model for English Language Arts with fidelity (K-4). Instructional coach support has been provided in English Language Arts and Mathematics to co-plan lessons, model instructional practices and review assessment data with teachers. A process for the collaborative development of Greatest Areas of Need and grade level action plans has been implemented, to include the monthly review of data, goals and student work. The Student Teacher Action Response Team (START) process was reorganized in 2016-2017. A building-wide Positive Behavior Management (PBM) Plan has been adopted and teachers have been encouraged to create proactive reward structures in their classrooms. A classroom matrix of expected student behaviors has been posted in every classroom while the Four (4) Bs (Be Respectful, Be Responsible, Be Safe and Be Bully Free) have been the primary focus of daily student communication. A formal Counseling Plan is currently under development.

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

Evident gaps in student knowledge have been exacerbated by a lack of consistency in teacher planning, instructional practice (differentiation) and the integration of rigorous materials. The observed quality of teacher-student relationships varies significantly from classroom to classroom while student perceptions versus parent perceptions in this area are not consistent. In addition, the school has not universally collected data on student social-emotional needs and has only identified students on a case by case basis. The START referral process, Counseling Plan and the necessary procedures for follow up have been inconsistently applied and are currently under review. Classroom teachers have not received specific training in the identification and support of student social-emotional development needs. These barriers will be addressed by:

- Continuing the Greatest Area of Need Process to foster

collaboration and more frequent opportunities for model lesson studies

- Reinforcing standards for professional conduct that support the development of positive teacher-student relationships
- Articulating more clear expectations for teacher planning, instruction and differentiation
- Drafting and promoting a clear school vision/mission
- Measuring the consistent implementation of PBM strategies and the development of formal classroom management plans
- Developing a consistent and accountable process for referrals to START
- Developing a comprehensive school counseling plan

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

Instructional coaches have been provided by the District in Mathematics and Language Arts to facilitate data analysis and collaborative planning. Consistent with the needs identified above they will provide monthly job-embedded professional development related to the creation of lesson plans that incorporate clear objectives, utilize checks for understanding and a closing. The School Leader will continue to facilitate the Greatest Area of Need process, through which teacher identified instructional priorities will be used to establish grade level student performance targets and action steps that will be evaluated monthly. Teachers will continue to have direct access to curriculum maps while receiving District coordinated professional development in the implementation of The Journeys Program for English Language Arts instruction (K-2) and Investigations III for Mathematics instruction (K-5).

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

The School Leader will provide families with a Parent Handbook and monthly updates through the monthly school newsletter. Parents will be personally invited to attend Open House, Parent Teacher Conferences and monthly Parent Education Group (PEG) meetings where child care services will be provided. Parents of students with special needs will also receive invitations to participate in CSE/CPSE planning and reviews. Student planners for daily teacher-parent communication have been purchased for all students (2-6) while all students in grades 3-6 will receive written academic progress reports every five (5) weeks. The School Leader will regularly communicate high expectations for student conduct and teacher professionalism by regularly visiting classrooms, appearing on the Morning Television Broadcast, conducting parent/teacher conferences, articulating professional expectations at monthly faculty meetings and regularly collaborating with the school's Parent Education Group (PEG) and the School Quality Council (SQC).

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

The School Comprehensive Education Plan will be presented to stakeholders via the initial Parent Education Group meeting, School Quality Council reorganization, a parent presentation at Open House and posted on the school's website.

- 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.

Henry J. Kalfas Magnet School's Universal Pre-Kindergarten Program (Age 4) serves 60 students who will attend the school in Kindergarten. The District also offers Pre-Kindergarten (Age 3) at other sites. Pre-Kindergarten Teachers are provided with an aligned curriculum, District sponsored professional development and the support of instructional coaches in English Language Arts and Mathematics. Pre-Kindergarten Teachers participate fully in the building wide START Process, providing student access to interventions that include CPSE services.

Common Leading Indicators Worksheet

[illegible]

Tenet 2: School Leader Practices and Decisions

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

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	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, primary needs are for the School Leader to communicate expectations and provide timely feedback and support based on data collected during walk throughs to ensure that: lessons have clear learning objectives and regular checkpoints throughout and a closing; teachers use information collected during lessons to modify the following lesson to take into account student starting points; teachers and students demonstrate courteous relationships; and that teachers take an active roll in the management of student behavior in their classrooms.
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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 September 2017, the School Leader will conduct daily walkthroughs and provide weekly feedback based on data collected using established written tools and monthly grade level meetings to monitor the implementation of the following; that lessons have clear learning objectives and regular checkpoints and a closing; that teachers use information collected during lessons to modify the following lesson to take into account student starting points; that teachers and students demonstrate courteous relationships; and that teachers take an active roll in the management of student behavior in their classrooms.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Classroom Visits (Observations and Walkthroughs); Teacher Lesson Plans and 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.
Sep-17	May-18	The School Leader will conduct weekly classroom visits providing feedback that references clear objectives, regular checks for understanding and a closing resulting in increased student achievement. (R - School Principal, P - Teachers, F - Weekly, II - Improved instruction to increase student achievement)
Sep-17	May-18	The School Leader will direct monthly grade level meetings to evaluate data, identify exemplars, discuss student needs and inform teacher planning and instruction resulting in increased student achievement. (R - School Principal, P - Teachers, F - Monthly, II - Improve instruction to increase student achievement)
Sep-17	May-18	The School Leader will outline and daily reinforce detailed expectations for staff and students' relationships, student behavior, and the teacher's role in managing student behavior resulting in an improved school culture. (R - School Principal, P - All Staff, F - Monthly, II - Improved 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:		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		To ensure rigorous and coherent curricula and assessments that are appropriately aligned to Common Core Learning Standards (CCLS), a primary need, according to the IIT Review, is for teachers to modify their planning for upcoming lessons so that the needs of students including those with disabilities, are met. Teachers should adjust their planning based on formative assessment data they collect on students' learning throughout and at the end of the lesson. Additionally, teachers need to differentiate activities, student groupings, or materials. Walk through data obtained during the 2016-2017 school year reveals that only 9% of the lessons observed demonstrated differentiation and only 55% of teachers demonstrated adjustments of any kind in response to student misunderstanding/understanding. According to the SPS only 53.8% of teachers agreed that we work together across grade levels and content areas to provide an integrated approach to student learning.
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 May 2018 100% of all teachers will plan, modify and adjust their lessons based on formative assessment data collected to differentiate instruction to meet the needs of students, as evidenced by teacher planning artifacts, student groupings, walk through data, and teacher observations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Classroom Visits (Observations and Walkthroughs); Teacher Lesson Plans and Artifacts; Greatest Area of Need (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.
Sep-17	May-18	Teachers will develop and produce daily planning documents and artifacts that demonstrate the use of formative assessment to differentiate instruction resulting in increased student achievement. (R - School Principal, P - Teachers, F - Daily, II - Increased student achievement)
Sep-17	May-18	The School Leader will conduct daily classroom walk throughs and provide feedback on a weekly basis. (R - School Principal, P - Teachers, F - Weekly, II - Improved instruction to increase student achievement)
Sep-17	May-18	The School Leader will conduct monthly grade level meetings to evaluate G.A.N. data/action steps, identify exemplars, discuss student needs and inform teacher planning and instruction resulting in increased student achievement (R - School Principal, P - Teachers, F - Monthly, II - Improve instruction to increase 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.		In order for teachers to engage in strategic practices and decision-making to address the gap between what students know and need to learn, a primary need is that teachers need to ensure that every lesson has a clear objective in student-friendly language; regular checks for understanding as the lesson progresses; differentiation, and a closing to the lesson in which the teacher checks for understanding based on the lesson objectives. The walk through tool data showed that only 9% of teachers have been observed differentiating in the classroom, while according to the SPS 73% of teachers stated that they differentiated instruction. According to the Family Engagement Survey, only 60% of parents stated that their child feels secure in taking risks and asking questions in the classroom. Conversely, according to the SPS 81.5% of teachers reported that we have created an intellectually safe environment.
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 May 2018, 95% of all teachers will document and communicate a clear objective in student-friendly language, regular checks for understanding as the lesson progresses, and a closing to the lesson in which the teacher checks for understanding based on the lesson objectives.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Classroom Visits (Observations and Walkthroughs); Teacher Lesson Plans and 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.
Sep-17	May-18	The School Leader will conduct daily classroom walk throughs and provide feedback on a weekly basis. (R - School Principal, P - Teachers, F - Weekly, II - Improved instruction to increase student achievement)
Sep-17	May-18	Teachers will explicitly communicate a clear objective in student friendly language for each lesson resulting in increased student achievement. (R - School Principal, P - Teachers, F - Daily, II - Increased student achievement)
Sep-17	May-18	Teachers will routinely utilize formal and informal checks for understanding throughout the implementation of every lesson (daily) and during a student or teacher led closing resulting in increased student achievement. (R - School Principal and Teachers, P - Teachers and Students, F - Daily, II - Increased student achievement)
Sep-17	May-18	Instructional Coaches will provide monthly job-embedded professional development related to the creation of lesson plans that incorporate clear objectives, utilize checks for understanding and a closing resulting in increased student achievement. (R - Instructional Coaches, P - Teachers, F - Monthly, II - Improve instructional practices to increase student achievement)

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 for the school community to identify, promote and support social and emotional development that is conducive to learning for all constituents, a primary need is for teachers to establish respectful and courteous relationships with students, clear and consistent procedures and expectations for behavior and behavior management. According to the School Performance Scan, 10.7% of teachers in 2016 versus 29.6% in 2017, feel that student behavior does not interfere with instruction. Additionally, only 33.3% of the teachers feel that the school has a positive and upbeat school culture. Analysis of school discipline data revealed that staff members referred students to the office for discipline 232 times during the 2016-2017 school year, resulting in 133 out of school suspensions.
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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 September 1, 2017, the School Leader will set out detailed expectations for relationships between all staff and students, student behavior, and staff's role in the management of student behavior. These expectations will be communicated to all members of the school community resulting in the direct observation of courteous interaction in 100% of all classrooms by May 2017, as measured by classroom observations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Classroom Visits (Observations and Walkthroughs); Student Discipline Referrals; Student Suspension Rate (Short-Term/Long-Term); School Counseling Plan

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	May-18	The School Culture Committee will meet quarterly, to support the development of a positive school culture and establish guidelines for behavioral interventions resulting in a reduction in the number of staff referrals for student discipline and student out-of-school suspensions. (R - School Principal, P - All Educators, F - Quarterly, II - Positive school culture)
Sep-17	May-18	The School Leader will outline detailed expectations for staff and students' relationships, student behavior, and the teacher's role in managing student behavior resulting in a more positive school culture and a reduction in the number of staff referrals for student discipline. (R - School Principal, P - All Staff, F - Monthly, II - Improved school culture)
Sep-17	May-18	The School Counselor will develop a school counseling plan (reviewed quarterly) to identify and address the social and emotional needs of our student body, resulting in improved student social and emotional health. (R - School Counselor, P - Teachers and Students, F - Weekly, II - Improved student social and emotional health)

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	In order to have a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being, a primary need is that the School Leader better utilize the socio-economic, behavioral, academic and attendance data that has been collected to identify at risk students. Also, greater teacher and parent participation in Parent Education Group and school sponsored events needs to be encouraged. According to the School Performance Scan, only 55.6% of teachers reported that our school events encourage partnerships for learning and only 55.6% of parents state on the Family Engagement Survey that the school helps prepare their children for life, including College and Career Readiness.
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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 May 2018, 85% of parents will state that the school actively engages families in conversations around needs/student progress, as reported on school generated and Performance Scan Survey measures.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops/Events; Parent Participation in District/School Surveys

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	May-18	In order to provide meaningful support to families, the School Leader will create and utilize multiple methods for collecting data on parent perceptions of the school, parent views on school related topics, and family needs. (R - School Principal, P - Parents, F - Monthly, II - Increased parent participation)
Sep-17	May-18	The School Leader, Theme Specialist and School Counselor will embed curriculum based activities into school sponsored social events. (R - School Leadership Team, P - Parents, F - Monthly, II - Increased parent awareness of the curriculum)
Sep-17	May-18	The School Counselor will develop a school counseling plan (reviewed quarterly) to identify and address the social and emotional needs of our student body, resulting in improved student social and emotional health. (R - School Counselor, P - Teachers and Students, F - Weekly, II - Improved student social and emotional health)