

<b>LEA Name:</b>	Dunkirk City Schools
<b>LEA BEDS Code:</b>	060800010009
<b>School Name:</b>	Dunkirk Senior High School

**ENTER DATA INTO ALL YELLOW CELLS.**

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

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<b>Website for Published Plan</b>	dunkirkcsd.org		

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

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

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

### THE SIGNATURES BELOW CONFIRM APPROVAL.

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

## 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	9-12	Total Student Enrollment	580	% Title I Population	16%	% Attendance Rate	89%
% of Students Eligible for Free Lunch	56%	% of Students Eligible for Reduced-Price	3%	% of Limited English Proficient Students	16%	% of Students with Disabilities	10%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	8%	% Hispanic or Latino	47%	% Asian, Native Hawaiian / Other Pacific Islander	0%	% White	44%	% Multi-Racial	1%

School Personnel							
Years Principal Assigned to School	4	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	4
% 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	22%	Average # of Teacher Absences	10%

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?		Identification for Math?	X	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		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		Black or African American
<b>no</b>	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
<b>no</b>	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
<b>no</b>	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
<b>no</b>	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
<b>no</b>	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
<b>no</b>	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).

N/A

- 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.

N/A

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

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

Student achievement (in all realms of the whole child) is the main goal of the plan. We believe an intense focus on explicit instruction is the most critical part of the plan. We believe that students who are successful academically also do well in other aspects of their lives. The planning/learning targets/engaged instruction/data cycle will be monitored and improved building wide. Data will drive instruction, PD, RtI, literacy and thus student achievement. Engaging homes will be critical secondary focus where health, mental health, and wellness will all be addressed.

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

Sub groups of students are not getting rigors instruction at their level of understanding. Planning and Instruction need to be both rigors and differentiated.

- 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.

By incorporating the whole child and family engagement in an open congenial manner as well as in multiple formats and languages, all staff (and stakeholders) can work collaboratively toward student achievement.

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

All student will increase both proficiency (65+) and mastery (85+) level on Regents Exams and all groups and sub groups of students will increase 4 year graduation rate.

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

Administration (district and building level) will collaborate with teacher leaders to form data groups/Professional learning Communities (PLC's) which will continuously monitor achievement and Data Driven Instruction. With regular monitoring of SMART goals as well as continuous support of staff, both implementation of our plan as well as the success of our plan is assured.

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

Getting every classroom at Dunkirk High School to have forty (40) minutes of explicit instruction everyday, where students are engaged and taking ownership of their education will be critical. Getting 100% buy-in will be a barrier early in this process but as a critical mass of teacher leaders successfully (through PD and coaching support) accomplishes this task, we believe that we will be able to methodically bring the entire staff on board. Getting a larger mass of family/community support will also be critical. There is a myriad of barriers (cynicism, language, shift workers) that will be addressed by using multiple modalities (and languages) for contacting parents and disseminating information. We will use our website, Facebook, global calling system, area churches, and community partners while insuring all information is available in Spanish and English.

- 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 on going (coaching) laser focused (instructional cycle) and ALL tied into student achievement.

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

Addressing the staff will be ongoing (scheduled daily, weekly, biweekly, and monthly) with a focus on agreed to data points with support for needs and concerns. We will use our current partners (B&G Club, SUNY Fredonia, JCC) to enhance and expand parent and community contacts. Using English and Spanish in all communications as well as multiple modalities we will expand our partnerships and enrich communication with the stakeholders.

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

Multi language on website, a parent night to review with public, global connect call/Facebook to announce.

- 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.

N/A



## **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.

Empty text box

**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.

Empty text box

**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.

Empty text box

**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.

Empty text box



## **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>	newly identified school
<b>B2. DTSDE Review Type:</b>	N/A

<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>	Based on student and staff survey results, although some stakeholders can articulate the school mission/vision around college and career readiness, most could not.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2017, 75% of Dunkirk High School stakeholders will be able to articulate the school mission/vision around college and career readiness and how it relates to school SMART goals and the school improvement plan as measured by 2016-2017 staff and student survey data.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Participation in District/School Surveys

<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.
6-Sep-16	ongoing throughout 2016-2017 school year	The school leader will schedule and facilitate regular and ongoing meetings with staff monthly, including department meetings, leadership meetings, and whole staff meetings
6-Sep-16	ongoing throughout 2016-2017 school year	The school leader will create and disseminate clear agendas for meetings.
by October 2016	ongoing throughout 2016-2017 school year	The school leader will work with the Director of professional development to provide professional development opportunities around the DTSDE rubric, the building improvement plan and SMART goals.

### 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>	newly identified school
<b>B2. DTSDE Review Type:</b>	N/A

<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>	Differentiation is not effectively occurring on a systematic and consistent basis. While the majority of teachers are using learning targets on a daily basis, unannounced observations showed a lower percentage of teachers are referring to the learning targets and most are using lower level verbs in the learning targets which is lowering the rigor of the lesson.
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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>	In order to promote students' ownership of their own learning and increase rigor in each lesson to ensure all students improve their skill set in order to be College and Career Ready, by June 2017 50% of teachers will use learning targets that have a clear statement of lesson and goals and the teacher's expectations, as evidenced by higher level verbiage and rigorous tasks. The learning targets will be explicitly addressed during class as evidenced by the Walk-through tool observations and student work.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low-Income Students Student Credit Accruals (HS Students) Student Completion of Advanced Coursework Student Performance on January Regents Exams
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
15-Sep-16	Ongoing, throughout the school year June 2017	Teachers will structure a minimum of five minutes of academic writing for daily lessons in which students will respond to higher order questions.
9/15/2016	Ongoing, throughout the school year June 2017	All teachers will be provided the opportunity to attend professional development focused on developing, writing and creating learning targets that are rigorous, challenging and are content and skill appropriate. These professional development sessions are to be scheduled by the Director of Curriculum.
9/15/2016	Ongoing, throughout the school year June 2017	All teachers will be provided the opportunity to attend professional development focused on developing engaging student writing and critical thinking activities. These professional development sessions are to be scheduled by the Director of Curriculum.


### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	newly identified school
<b>B2. DTSDE Review Type:</b>	N/A

<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>	Differentiation is not effectively occurring on a systematic and consistent basis. Teacher's use of higher order questioning and complex materials is inconsistent and many lesson plans and activities lack rigor. As a result, not every child is being prepared for college and career.
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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>	To ensure all students are College and Career Ready and score proficient on New York State Regents Exams, by June 2017, 80% of teachers will demonstrate instructional best practices that engage students in critical thinking and or affiliated tasks (analyze, create, evaluate) using explicit instruction as measured by Walk-through tool observation data and teacher lesson plans.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low-Income Students Student Credit Accruals (HS Students) Student Completion of Advanced Coursework Student Performance on January Regents Exams

<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.
Nov-16	ongoing as needed throughout the school year	The Director of Professional Development will provide the opportunity for all teachers to attend professional development focused on explicit instruction.
Sep-16	Jun-17	Department Chairs will collect and review teacher lesson plans bi-weekly. All staff will be provided with professional development on critical components of lesson planning including use of data, explicit instruction, formative assessments, etc.
Sep-16	6/1/2017 Second Wednesday of every month	School Leaders and department chairs will meet monthly to discuss teacher lesson plans. These discussions will inform decisions around coaching, professional development, curriculum and other teacher supports.
Sep-17	Ongoing, as needed	All teachers will be provided the opportunity to attend professional development focused on developing, writing and creating learning targets that are rigorous, challenging and are content and skill appropriate. These professional development sessions are to be scheduled by the Director of Curriculum.
Sep-16	Jun-17	School leader and department chairs will provide feedback to teachers/departments a minimum of monthly.

## Tenet 5: Student Social and Emotional Developmental Health

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

<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>	Staff does not receive formal training that focuses on the identification of behavioral signs which may indicate a student needs support for social or emotional issues. As a result, not all students who have social and emotional developmental health needs are identified and provided with support. School leader must develop a written protocol which details the school's social and emotional developmental health program to include a student identification process, the roles and responsibilities of all school community members, including families and staff members, and how each is to support the social-emotional health for all groups of students, and hold staff accountable for fulfilling these roles.
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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>	In order to better ensure that all students' social and emotional needs are being met effectively and to increase attendance rates and decrease referral rates, by December 2016, 100% of school staff and support staff as well as a 30% increase in the number of parents and community members, will be able to articulate a common understanding of and be able to implement the plan of systems, structures and protocols in place to promote student's social and emotional health as evidenced by school leader interviews with staff, and survey results.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Average Daily Attendance Student Drop-Out Rate Student Suspension Rate (Short-Term / Long-Term)
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July, 6-7, 2016	25-Sep-16	School leader and PBIS staff will create a document (protocol) outlining the processes, systems and structures in place for supporting students' social and emotional health. This document will also define active roles and responsibilities for all school community members and include a student identification process.
July, 6-7, 2016	25-Oct-16	The protocol will be created by September 25th 2016, and will be distributed to all staff at October faculty meeting.
10-Sep-16	Second Thursday of every month ongoing throughout the school year	School leader along with PBIS will analyze attendance and referral data and plan or recommend next steps while monitoring and assessing the fidelity of the implementation of the system.
10-Sep-16	9/25/2016	School leader along with members of PBIS will create a survey to determine the degree to which there is a common understanding of the school's plan to promote students' social and emotional health.
	To be completed no later than October 2016	School leader will conduct a survey of staff, support staff, parents and community leaders to establish a base line on the degree to which stakeholders are able to articulate plan.
	To be completed no later than June 2017	School leader will conduct a survey to determine the degree to which the ability to articulate and implement the plan has increased among staff, support staff, parents and community leaders.


## Tenet 6: Family and Community Engagement

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

<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>	There is no formal training or plans to train staff or parents on ways to enable families to partner with the school to support their child's learning. As a result, the communication between the school and families is not uniform and is inconsistently provided across the school, which limits the ability of the school to communicate the school's high expectations for student success to all families. All correspondence is not translated into family's native language. As a result, reciprocal communication between the school and some parents is limited.
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<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2017, there will be a 10% increase in the percentage of parents indicating that the school effectively communicates the school's high expectations for student achievement as well as supports available to assist families and students in meeting those expectations as evidenced by a survey designed to measure the degree to which families perceive the district effectively communicates.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Attendance at Workshops Parent Participation in District/School Surveys

<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.
1-Sep-16	23-Jun-17	The school leader will ensure meeting reminders will be communicated with families in Spanish and English prior to the meeting using flyers, phone calls and the District website.
12-Oct-16	Second Wednesday of every month through 6/15/2017	Spanish translation and child care will be provided at each PTO and Parental Engagement activity.
10/12/2016	Second Wednesday of every month through 6/02/2017	PTO meeting agendas will include items that focuses on student achievement and high expectations.
31-Aug-16	1-Sep-16	At opening day meeting, school leader will discuss the importance of attending PTO meetings and parental engagement activities with staff.
9-Sep-16	Ongoing, Second Wednesday of every month and as needed	The PBIS team will create a survey for parent feedback regarding home school communication; to be administered after every PTO/Parental Engagement activity.
To be completed no later than December 22, 2016	To be completed no later than December 22, 2016	The School leader will research and recruit a parental engagement specialist to provide staff with professional development.

To be completed no later than December 22, 2016	To be completed no later than December 22, 2016	During one of the monthly PTO meetings, the district will provide a workshop format for parents on parental engagement strategies.
12-Oct-16	12-Oct-16	The school leader will provide a workshop for parents in conjunction with a PTO meeting focused on reading student data and parental support of student learning.
Sep-16	Jan-17	The school leader, along with a committee of stakeholders including staff, support staff, parents and community leaders, will develop an informed engagement plan for the building.
Ongoing throughout the 2016-2017 school year		In order to promote student success, by January 2017 the school will have an informed engagement plan in place that targets the unique needs of District parents and community members. The school leader will use this plan to drive efforts aimed at providing increased opportunities for parental engagement, reciprocal communication, and training for community members and staff to support and sustain home-school partnerships as evidenced by meeting agendas, parent surveys, parent-school communication logs, workshop participation logs, and an increase in student achievement data.
Sep-17	Jun-17	The school leader will survey parents to determine their perception of district communication.