2012-13
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	Northwest College Preparatory High School	CONTACT NAME	Toyia Wilson
PHONE	585-324-9289	E-MAIL	Toyia.wilson@rcsdk12.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.
Approval is required no later than three months following the designation of the school as a Focus or Priority School and shall be subject to the approval of the commissioner, upon request.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT			___/___/___
PRESIDENT, B.O.E.			___/___/___

SCHOOL LEADERSHIP TEAM:

Each LEA should have a single School Leadership Team (DLT) and a single comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

TENET I: DISTRICT LEADERSHIP AND CAPACITY
ADD ROWS AS NEEDED

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)	APPR professional development which highlights all four domains. The key areas were determined using evaluations from 2011-2012.	SINI funds awarded during 2011-2012 school year	No cost to the school
	School leaders will work collaboratively with School Chiefs and content area directors to ensure effective systems are in place at the school level to evaluate staff under the new APPR guidelines so that frequent, relevant feedback is being provided regularly. In addition, leadership will work with Carlos Leal to help link PD opportunities with the feedback provided to help sustain school improvement efforts and increase teacher effectiveness and practice.	District supported	No cost
	Identification of teacher leaders in the key areas described above to develop PD and present to other Northwest staff.	SINI funds awarded during 2011-2012 school year	No cost to the school
	On-going PD specific to current staff needs delivered by CB partner	District supported funds – A funds	Approximately $15,000 for logistics
	Professional development for the four core subjects incorporated into the school day every day.	No cost	No cost
	All administrators received an advanced level of training for APPR and coaching teachers.	District supported funds – A funds	Approximately $15,000 for logistics

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School leaders will work with School Chiefs and designated central office staff to ensure that resources allocated truly support the unique programs and diverse student populations and subgroups identified in accountability designations to aide in school improvement efforts.	District supports	No cost
	Two full time coaches, one in ELA and one in Math	District supported	No cost
	Increase in FTE's to support an increase of instructional time for all 9-12 grade students	District supported	No cost
	Administrative support adjusted to ensure an appropriate level for NW enrollment	District supported	No cost

1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School leaders will share newsletters/bulletin from directors and Office of Communications in order to share with their school community information/opportunities that will assist in the implementation of the Regents Reform Agenda.	District supported	No cost
	Master schedule reflects a rigorous course of study for students with as much acceleration as possible for all students.	District supported through AP grant and A funds	5 AP x $1500 =$7,500
	District wide reading programs to increase the amount of independent reading students complete.	District supported	No cost
	School-wide initiatives to make books more available for students.	District supported	No cost
	PBIS program supported by the district and is evident at NW.	District supported and A funds	$1000
	Efforts to create a college going culture through college visits, PSAT, SAT and AP	College visits are CB supported, all others are district supported	$3500 for college visits, no cost for all other activities

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that are adaptive and tailored to the needs of individual schools.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	The school community will take advantage of Avatar offerings and PD being provided by the District around CCSS, DDI and APPR to enhance school performance.	District supported	No cost
	APPR professional development which highlights all four domains. The key areas were determined using evaluations from 2011-2012.	SINI funds awarded during 2011-2012 school year	No cost to the school
	Identification of teacher leaders in the key areas described above to develop PD and present to other Northwest staff.	SINI funds awarded during 2011-2012 school year	No cost to the school
	On-going PD specific to current staff needs delivered by CB partner.	District supported funds – A funds	Approximately $15,000 for logistics
	Professional development for the four core subjects incorporated into the school day every day.	No cost	No cost
	District wide PD offered at several levels and topics	District supported	No cost to the school
	TIF participation helps to ensure that PD is targeted and supports the implementation of the CCSS.	TIF grant fund	TBD

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	Principals and lead teachers/coaches will take advantage of trainings in Albany to learn how to create a data driven culture and how to effectively link the formative assessments found in the modules to instructional plans.	District supported	No cost
	Data from walk through and evaluations used to determine PD at the school and district level.	No cost	No cost to the school
	Feedback from daily use is used to determine updates to the district data system (SPA).	--	No cost to the school
	Data used to support RTI plans for students.	No cost	No cost to the school

| | Teacher leaders as well as administrators gather data from class visits to support expectations. | No cost | Items required purchased in previous years. |

TENET II: SCHOOL LEADER PRACTICES AND DECISIONS

2.1 The district works collaboratively with the school(s) to provide opportunities and support for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	All administrators received an advanced level of training for APPR and coaching teachers.	District supported funds – A funds	Approximately $15,000 for logistics
	PBIS program supported by the district and is evident at NW.	District supported and A funds	$1000
	Advisory program supported by grade specific curriculum developed to foster the development of relationships.	District supported funds – A funds	Approximately $1500 for materials
	Student support center which houses several community agencies to support the social emotional development of student while addressing instructional needs.	District supported and several grants connected to each agency	TBD

2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school community develops and works towards specific, measurable, ambitious, realistic and timely goals; these goals are not priorities aligned to the vision. The school needs to gain more buy-in from new staff members and new families (developing).	The school community will develop and work towards specific, measurable, ambitious, realistic and timely goals that reflect urgent priorities and ensure the realization of the vision.	See below.
	All NWCP staff, students and parents has a clear understanding of the areas that need improvement.	95% to 100% articulation of the areas of need by staff, students and parents.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Continued communication and monitoring of needs and targets with staff, students and parents. Celebrations of gains.	yearlong	Leadership team School wide – all staff	A funds	$2400

2.3 Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that make progress towards the missions' critical goals.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school leaders need to develop plans that encourage the staff to use systems that lead to the collection and analysis of outcomes (developing).	The school leaders will model excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action.	See below.
	Unit and lesson plan collection monthly.	Increase the level of instruction consistently across the school.
	School wide academic vocabulary weekly focus.	Improve the level of academic vocabulary consistently across the school.
	Expand advisors to connect with more parents; the advisor will be the conduit by which parents make major connections.	Increase the comfort levels of parents to re-connect with parents as evidenced by increased parent attendance at school wide events and increased documentation of parent communitcation.
	Connect parents to Parent Connect.	Increase the level of support at home through up to date knowledge of student progress.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Provide training on the use of Tri-state rubric to evaluate unit and lesson plans	August 2012	CB staff	A funds	$400
Advertise school wide vocabulary weekly.	Yearlong	Leadership team	No cost	No cost
Increase and monitor communications	Collection every	Leadership team &	No cost	No cost

from staff to parents.	3 weeks	teachers		
Provide information and access to all parents on campus and off (through Connect Ed calling system)	Yearlong	Leadership team	No cost	No cost

2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**

The school leader hires The school leader hires (and where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school). The school needs to recruit and sustain personnel that enable the school to meet the academic and social needs of the students and school (effective).	The school leaders will strategically recruit, hire (and where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school), and sustain personnel and use partnerships with organizations to create a pool of internal and external human capital that enables the school to creatively, equitably, and adequately meet the academic and social needs of all students.	See below.	
	Unit and lesson plan collection monthly.	Increase the level of instruction consistently across the school.	
	School wide academic vocabulary weekly focus.	Improve the level of academic vocabulary consistently across the school.	
	Engage parents at home to get involved at basic levels of instruction.	Increase the comfort levels of parents to re-connect with any disengaged parents.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Provide training on the use of Tri-state rubric to evaluate unit and lesson plans	August 2012	CB staff	A funds	$400
Advertise school wide vocabulary weekly.	Yearlong	Leadership team	No cost	No cost
Increase and monitor communications from staff to parents.	Collection every 3 weeks	Leadership team & teachers	No cost	No cost
Provide information and access to all parents on campus and off (through Connect Ed calling system)	Yearlong	Leadership team	No cost	No cost

2.5 The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school leader and other school administrators must develop a system for frequently observing teachers that will result in relevant feedback and teacher improvement plans (developing).	The school leader and other school administrators will develop and implement an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans.		See below.	
	Leadership team develop coaching skills to support teacher development.		Increase opportunities to support development and retention of teachers.	
	Unit and lesson plan collection monthly.		Increase the level of instruction consistently across the school.	
	All administrators have an instructional focus.		Every administrator supervises and coaches an instructional area evidence from each administrator will be shared in weekly meetings to determine the current need school wide.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
PD on effective coaching strategies	August 2012	Leadership team and instructional coaches	District supported	$200 for logistics
PD to unpack and use the Tri-state rubric for unit plan evaluation.	August 2012	Leadership team	No cost	No cost
Use of the Tri-state rubric to provide detailed feedback to teachers.	Yearlong	Leadership team	No cost	No cost

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT

3.1 The district works collaboratively with the school(s) to provide opportunities and support connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) and is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.			
A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	Use of the Tri-state rubric for all subjects to ensure CCSS implementation.	No cost	No cost
	School wide academic vocabulary weekly focus.	No cost	No cost
	Ongoing PD on the shifts and how that translates into exemplars.	No cost	No cost
	Use of district/ state developed units in Math & ELA.	No cost	No cost

3.2 The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school leader and staff need to provide curriculum support that does not target the expectations set forth in the CCLS (developing).	The school leader and staff will provide consistent, systematic, and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula.	See below.
	Leadership team develop coaching skills to support teacher development	Increase opportunities to support development and retention of teachers.
	Unit and lesson plan collection monthly.	Increase the level of instruction consistently across the school will be evidenced in monthly lesson plan feedback.
	All administrators have an instructional focus.	Every administrator supervises and coaches an instructional area evidence from each administrator will be shared in weekly meetings to determine the current need school wide.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Provide training on the use of Tri-state rubric to evaluate unit and lesson plans	August 2012	CB staff	A funds	$400
Advertise school wide vocabulary weekly.	Yearlong	Leadership team	No cost	No cost
Ongoing PD on the shifts and how that translates into exemplars.	Yearlong	CB staff, leadership team	No cost	No cost
Feedback on unit plans will be used to support teacher growth and provide data for school wide needs	Yearlong	Leadership team	No cost	No cost

3.3 Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
Teachers currently participate in grade level meetings to discuss unit plans across their grade/subject areas but there is no evidence of unit plans in classes that expose students to grade/subject materials (developing).	Teachers will be supported so that their instructional expertise is developed and nurtured during regularly scheduled grade level meetings, which are guided by targeted agendas based on student and school data to ensure all unit plans across their grade/subject are aligned to the CCLS coherent curriculum and meet students' needs.		See below.	
	Use of the Tri-state rubric for all subjects to ensure CCSS implementation.		CCSS implemented across all subjects.	
	School wide academic vocabulary weekly focus.		Improve the level of academic vocabulary consistently across the school.	
	Gain a school-wide understanding of the shifts related to CCSS		CCSS implemented across all subjects.	
	Use of district/ state developed units in Math & ELA.		Major shifts address in Math & ELA	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Teachers participate in PD to unpack and use the Tri-state rubric for unit plan evaluation.	August 2012	CB staff	District supported	$400 for logistics
Teachers use the Tri-state rubric to provide each other feedback on unit and lesson planning.	August 2012	Vertical team leaders & teachers	No cost	No cost
PD on effective coaching strategies	August 2012	Leadership team and instructional coaches	District supported	$200 for logistics
PD to unpack and use the Tri-state rubric for unit plan evaluation.	August 2012	Leadership team	No cost	No cost
Use of the Tri-state rubric to provide	Yearlong	Leadership team	No cost	No cost

detailed feedback to teachers				

3.4 The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school leader needs to ensure that students exposure to the arts and technology is aligned to the implemented academic curriculum, which limits how students fully benefit from using the arts, technology and other enrichment areas (developing).	The school leader and teachers will ensure that students are exposed to a rich CCLS aligned academic curriculum that enables them to develop and demonstrate high cognitive abilities/competency in discovering, creating, and communicating information using the arts, technology, and other enrichment areas.		See below	
	Provide teachers several opportunities to collaborate.		All teachers support the implementation of CCSS.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Vertical team time built into the school day with ELA and Social studies occurring at the same time.	Yearlong	Vertical team leaders & teachers	No cost	No cost
Wednesday PD that is school driven brings all subjects together to collaborate.	Yearlong	CB staff, leadership team, Vertical team leaders	No cost	No cost

3.5 The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning and results in greater student achievement outcomes.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
The school leader and teachers use summative assessments to identify patterns of student learning and inform instruction but the system is inconsistent (developing).	The school leader and teachers will actively develop multiple points of assessments for students that immerse school teams in an in-depth analysis of assessment results and leads to the adaptation of instruction that is empirically/evidence based.		See below	
	Formative and summative assessments used by all teachers.		Benchmarks and common assessments used by all Regents level teachers.	
	Vertical teams use data (SLO, report cards, common assessments, regents exams) to determine student needs.		Data (SLO, report cards, common assessments, regents exams) is used to inform instruction, planning show evidence.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Vertical team time is used to have data rich (SLO, report cards, common assessments, regents exams) discussions.	Yearlong	Vertical team leaders & teachers	No cost	No cost
Vertical team time is used to create lessons that reflect data.	Yearlong	Vertical team leaders & teachers	No cost	No cost
Walk through feedback support the previous two items.	Yearlong	Administrators, vertical team leaders & teachers	No cost	No cost

TENET IV: TEACHER PRACTICES AND DECISIONS

4.1 The district works collaboratively with the school(s) to provide opportunities and support for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	Use of the Tri-state rubric for all subjects to ensure CCSS implementation.	No cost	No cost
	School wide academic vocabulary weekly focus.	No cost	No cost
	Ongoing PD on the shifts and how that translates into exemplars.	No cost	No cost
	Use of district/ state developed units in Math & ELA.	No cost	No cost

4.2 Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students but this practice are inconsistent (developing).	Teachers will use instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English Language Learners/Limited English Proficient students to provide timely and appropriate instructional interventions and extensions for all students.	See below.
	Provide teachers targeted opportunities for growth.	Address all areas identified through PD for teacher growth.
	Provide a rigorous course of study for	Increase the level of instruction on all

	all students		classes while implementing CCSS.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
APPR professional development which highlights all four domains. The key areas were determined using evaluations from 2011-2012.	August 2012	CB Staff, Vertical team leaders, and administrators	SINI funds from 2011-2012	No cost
Identification of teacher leaders in the key areas described above to develop PD and present to other Northwest staff.	August 2012	CB Staff, Vertical team leaders	SINI funds from 2011-2012	No cost
On-going PD specific to current staff needs delivered by CB partner.	Yearlong	CB Staff, Vertical team leaders, and administrators	No cost	No cost
Professional development for the four core subjects incorporated into the school day every day.	Yearlong	CB Staff, Vertical team leaders, and administrators	No cost	No cost
District wide PD offered at several levels and topics	Yearlong	CB Staff, Vertical team leaders, and administrators	No cost	No cost
TIF participation helps to ensure that PD is targeted and supports the implementation of the CCSS.	Yearlong	SBPT & teachers	No cost	No cost

4.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
Teachers provide generic instruction to students that limit the ways in which students are able to access learning and achieve goals (developing).	Teachers will use data to provide students with a wide-variety of ways to engage in learning so that the students can achieve their targeted individual goals.	See below.
	Use of the Tri-state rubric for all subjects to ensure CCSS implementation.	CCSS implemented across all subjects.
	Formative and summative assessments used by all teachers.	Benchmarks and common assessments used by all Regents level teachers.
	Vertical teams use data to determine student needs.	Data is used to inform instruction, planning show evidence.

	School wide academic vocabulary weekly focus.		Improve the level of academic vocabulary consistently across the school.	
	Gain a school-wide understanding of the shifts related to CCSS		CCSS implemented across all subjects.	
	Use of district/ state developed units in Math & ELA.		Major shifts address in Math & ELA	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Provide training on the use of Tri-state rubric to evaluate unit and lesson plans	August 2012	CB staff	A funds	$400
Advertise school wide vocabulary weekly.	Yearlong	Leadership team	No cost	No cost
Ongoing PD on the shifts and how that translates into exemplars.	Yearlong	CB staff, leadership team	No cost	No cost
Vertical team time is used to have data rich discussions.	Yearlong	Vertical team leaders & teachers	No cost	No cost
Vertical team time is used to create lessons that reflect data.	Yearlong	Vertical team leaders & teachers	No cost	No cost
Walk through feedback support the previous two items.	Yearlong	Administrators, vertical team leaders & teachers	No cost	No cost

4.4 Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
Teachers ask questions that relate to generic instructional materials and foster a compliant classroom environment (developing).	Teachers and students will work to a level that stimulates deep levels of thinking and questioning through the use of instructional materials that contain high levels of text and content complexity.	See below.
	RTI strategies (tiers 1-3) used to support engagements of all students at every level.	Use data (SLO, report cards, common assessments, regents exams, teacher feedback) to identify needs and develop student specific interventions.
	All items listed in 4.3	

D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Weekly RTI meetings to review student needs, gather information and develop plans.	Yearlong	Math & ELA coach, RTI team	District supported	No cost
Progress monitoring completed based on the student grade and level.	Yearlong	Math & ELA coach, RTI team	District supported	No cost
All items listed in 4.3				

4.5 Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
Teachers utilize data sources to inform instructional decision-making inconsistently (developing).	Teachers will use summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments to develop highly dynamic and responsive plans, based on student's strengths and needs.	See below.
	RTI strategies used to support engagements of all students at every level.	Use data to identify needs and develop student specific interventions.
	District developed common assessments in regents level subjects will be used to measure progress.	Identify areas of planning concerns to lead to report card grades that reflect the student's achievement on regents exams.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Assessments given each marking period and scored by vertical teams.	Yearlong	Vertical Team leaders	District supported	No cost
Weekly RTI meetings to review student needs, gather information and develop plans.	Yearlong	Math & ELA coach, RTI team	District supported	No cost
Progress monitoring completed based on the student grade and level.	Yearlong	Math & ELA coach, RTI team	District supported	No cost

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 The district creates policy and works collaboratively with the schools to provide opportunities and resources that positively support students' social and emotional developmental health.			
A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	PBIS implemented district-wide to support positive behavior.	District supported	$500
	Advisory program to foster relationship building.	District supported	$1500
	Student Support Center with a host of agencies to address different social emotional needs.	District supported & grant funds by agencies	No cost

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school has developed a system to address the social and emotional developmental health needs of students but new advisors need further development and agencies need to be integrated into day to day operations (developing).	A deliberate system will be completely established that allows each child to be well known by a designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students. This system will include agency support.	See below.
	PBIS program supported by the district and is evident at NW.	Reach fidelity of implementation for PBIS which is an evaluation score of 80%
	Provide an advisory program supported by grade specific curriculum developed to foster the development of relationships.	Provide every student with a meaningful advisory program measured through student feedback.
	Provide students with a student support center which houses several community agencies to support the social emotional development of student while addressing instructional needs.	Connect every student with social and emotional support.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Increase PBIS team size to incorporate a cross section of the entire school and increase buy in.	September & October	PBIS team	No cost	No cost
Provide PD on PBIS at NW	Yearlong	PBIS team	No cost	No cost
Analyze school wide PBIS (SWIS) data at every meeting	Yearlong	PBIS team	No cost	No cost
Advertise all agencies to all stake holders	Yearlong	PBIS team	No cost	No cost
Evaluate effectiveness of agencies.	Yearlong	PBIS team	No cost	No cost

5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.			
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**	
The school needs to develop an understanding of the skills and behaviors connected to social and emotional developmental health and how it is linked to academic success (developing).	All school constituents will be able to articulate a shared understanding of skills and behaviors that demonstrate social and emotional developmental health and how those behaviors are linked and lead to academic success.	See below	
	Provide positive recognition opportunities for students, families and staff in variety of formats, such as, awards for improved behavior and/ or academics.	Decrease suspension by 20% and increase attendance by 5%.	
	PBIS program supported by the district and is evident at NW.	Reach fidelity of implementation for PBIS which is an evaluation score of 80%	
	Provide an advisory program supported by grade specific curriculum developed to foster the development of relationships.	Provide every student with a meaningful advisory program measured through student feedback.	
	Provide students with a student support center which houses several community agencies to support the social emotional development of students while addressing instructional needs.	Connect every student with social and emotional support.	

D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Implement the Dignity for All (Bullying legislation) initiative.	Yearlong	ALL	No cost	No cost
Increase PBIS team size to incorporate a cross section of the entire school and increase buy in.	September & October	PBIS team	No cost	No cost
Provide PD on PBIS at NW	Yearlong	PBIS team	No cost	No cost
Analyze school wide PBIS data at every meeting	Yearlong	PBIS team	No cost	No cost

| Advertise all agencies to all stake holders | Yearlong | PBIS team | No cost | No cost |
| Evaluate effectiveness of agencies. | Yearlong | PBIS team | No cost | No cost |

5.4 All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
Students that they feel safe but are unaware of where to turn to for social and emotional supports (developing).	Across the school community, students will be able to express, that they feel safe, supported in their social and emotional developmental health growth and how they have a voice in decisions that impact their lives as students (as developmentally appropriate).		See below.	
	PBIS program supported by the district and is evident at NW.		Reach fidelity of implementation for PBIS which is an evaluation score of 80%	
	Provide an advisory program supported by grade specific curriculum developed to foster the development of relationships.		Provide every student with a meaningful advisory program measured through student feedback.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Implement the Dignity for All initiative	Yearlong	ALL	No cost	No cost
Increase PBIS team size to incorporate a cross section of the entire school and increase buy in.	September & October	PBIS team	No cost	No cost
Provide PD on PBIS at NW	Yearlong	PBIS team	No cost	No cost
Analyze school wide PBIS data at every meeting	Yearlong	PBIS team	No cost	No cost
Develop a plan to advertise school wide PBIS data	Yearlong	PBIS team	No cost	No cost
Advertise all agencies to all stake holders	Yearlong	PBIS team	No cost	No cost
Evaluate effectiveness of agencies.	Yearlong	PBIS team	No cost	No cost

5.5 The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school leader works to encourage specific teachers to use data to address students' social, emotional developmental health needs (developing).	The school leader and student support staff will work collaboratively to develop a strategic plan to incentivize teachers' use of a wide variety of data to address students' social, emotional developmental health needs that align to academic and social success.	See below.
	PBIS program supported by the district and is evident at NW.	Reach fidelity of implementation for PBIS which is an evaluation score of 80%
	Provide an advisory program supported by grade specific curriculum developed to foster the development of relationships.	Provide every student with a meaningful advisory program measured through student feedback.
	Offer an intense look at student goals and develop 10 year plans that expand beyond college.	All students entering 9th grade effective 2012.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
All staff participate in initial advisory training	Yearlong	CB staff	No cost	No cost
Advisory training strategies revisited 4 times a year	Yearlong	Counselors	No cost	No cost
Advisory team guides staff through the curriculum each week to ensure consistency.	Yearlong	Counselors	No cost	No cost
Career Choices implemented in the 9th grade effective 2012.	Yearlong	Counselors, Career choices teachers, advisors	No cost	No cost

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

6.1 The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	Parent Connect offered to every parent to engage them in their children's progress daily.	District supported	No cost
	Office of Parent Engagement initiative of fathers in school to increase parent involvement.	District supported	No cost
	Connect Ed calling system used to communication with all students.	District supported	No cost
	Communication initiative at NW to increase teacher connections.	District supported	No cost

6.2 The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
The school welcomes families and provides opportunities to engage with staff during select times throughout the year inconsistently (developing).	The school will work to be a welcoming space that is responsive to families and community members and works to collaboratively design an open-door policy to ensure appropriate access to school leaders and staff.	See below.		
	Communicate a welcoming environment to parents.	Use the school website to communicate a welcoming environment.		
		Increased personal communication from teachers.		

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Connect Ed call to communicate current school wide activities and how parents can engage at home.	Yearlong	Principal, senior school secretary	District supported	No cost
Newsletters and different school events advertised both through the website; connect ed calls and communications from teachers.	Yearlong	Registrar, senior school secretary	District supported	No cost

Parent visitation policy advertised to highlight and increase parent visits during school.	Yearlong	Principal	District supported	No cost

6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
Communication opportunities are limited to information going out to families about students during scheduled parent-teacher conferences and provide translations upon request (developing).	The school staff will work to regularly communicate and solicit family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased.		See below.	
	Engage more parents to focus on instruction at home with students.		Communicate basic strategies to all parents.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Connect Ed call to communicate current school wide activities and how parents can engage at home.	Yearlong	Principal, senior school secretary	District supported	No cost
Newsletters and different school events advertised both through the website; connect ed calls and communications from teachers.	Yearlong	Registrar, senior school secretary	District supported	No cost
Advertise hints and tips that are easy to implement at home.	Yearlong	Principal, senior school secretary	District supported	No cost
Mid-marking period reports, 6 report cards, and Parent Connect.	Yearlong	School staff	District supported	No cost

6.4 The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic, social and emotional developmental health) to support student success.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The information shared by the school with families regarding community resources is limited (developing).	The school will work to build partnerships and create opportunities that link and engage all families with the community to support student learning and growth.	See below.
	Engage more parents through SBPT and monthly parent meetings.	Increase parent participation on SBPT and monthly meetings by 20%.
	Provide an advisory program supported by grade specific curriculum developed to foster the development of relationships.	Provide every student with a meaningful advisory program measured through student feedback.
	Provide students with a student support center which houses several community agencies to support the social emotional development of student while addressing instructional needs.	Connect every student with social and emotional support.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Advertise all agencies to all stake holders	Yearlong	PBIS team	No cost	No cost
Evaluate effectiveness of agencies.	Yearlong	PBIS team	No cost	No cost

6.5 The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school community needs to provide learning opportunities for families who actively seek to understand their student data (developing).	The school community will work to provide a wide range of learning opportunities for families and community members to elevate their understanding of student and school data.	See below.
	PBIS program supported by the district and is evident at NW.	Reach fidelity of implementation for PBIS which is an evaluation score of 80%
	Provide an advisory program supported by grade specific curriculum developed to foster the development of relationships.	Provide every student with a meaningful advisory program measured through student feedback.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Implement the Dignity for All initiative	Yearlong	ALL	No cost	No cost
Increase PBIS team size to incorporate a cross section of the entire school and increase buy in.	September & October	PBIS team	No cost	No cost
Provide PD on PBIS at NW	Yearlong	PBIS team	No cost	No cost
Analyze school wide PBIS data at every meeting	Yearlong	PBIS team	No cost	No cost
Develop a plan to advertise school wide PBIS data	Yearlong	PBIS team	No cost	No cost
Advertise school wide data to all staff, students, and parents.	Yearlong	PBIS team	No cost	No cost
Advertise all agencies to all staff, students, and parents.	Yearlong	PBIS team	No cost	No cost
Evaluate effectiveness of agencies.	Yearlong	PBIS team	No cost	No cost