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| **TENANT 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:** | | March 2017 |
| **B2. DTSDE Review Type:** | | NYSED Review |
| **C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.** | | According to the NYSED DTSDE review conducted in March 2017, it was determined that the feedback from school leaders was not usually actionable and often focused on what the teacher was doing rather than how effective students are learning and the students typically had the same learning experience as their peers as offered by their teachers. As a result, there is little to no evidence that effective planning and monitoring of instruction is being done to ensure best practices and optimal learning experiences. Therefore, the following recommendation was given: School leaders’ scheduled walkthroughs should ensure that teachers focus on student learning by:  1. Scaffolding learning activities  2. Checking at least once during the lesson that students understand the learning target; and  3. Devising an informal assessment at the end of each lesson to gauge student understanding of the learning target in preparation for the next lesson.  The school leaders should provide teachers with actionable feedback and re-visit the classrooms to ensure improvements have taken place. |
| **D1. SMART Goal:** | | By May 1, 2019, each member of the leadership team will conduct at least eight classroom visits per week with written feedback focusing on an environment of respect/rapport, differentiated learning activities, and checking for understanding of the learning targets as evidenced by logs, write-ups and classroom visitation calendar. |
| **D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.** | | 1. Classroom visitation/observation schedule  2. Progress will be monitored at every administrative meetings  3. Walkthrough documents with written feedback. |
| **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.** |
| Aug. 2018 | May-19 | School leadership will create a structured observation/walkthrough calendar demonstrating at least 8 classroom visits per week focusing on classroom culture and on differentiated learning activities. Classroom visitations will be reflected on agenda/minutes of administrative meetings. |
| Aug. 2018 | May-19 | A schedule for observations (with pre- and post-conferences) will be conducted with written feedback within 2 (walkthrough) or 5 days (formal observation). |
| Ongoing | Ongoing | Communicate clear vision; follow through on school plans; have finger on the pulse of the school |
| Ongoing | Ongoing | Increase and improve visibility in areas of building and classroom to support relationship-building and overall climate of the building |
| **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:** | | March 8-9, 2017 |
| **B2. DTSDE Review Type:** | | NYSED Review |
| **C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.** | | According to the NYSED DTSDE review conducted in March 2017, it was determined that teachers have not developed systems to monitor student progress, review student data, and use the data to develop lessons that yield increases in student performance. As a result, teachers did not take account the needs of all students especially those above and below grade level.  Therefore, the following recommendation was given:  Teachers in collaboration with each other should utilize their scheduled meeting time at least once a month to use data to scaffold learning activities that are aligned to the learning targets to meet all students’ needs. |
| **D1. SMART Goal:** | | From Sept 2018 - June 2019, 100% of classroom teachers will use their scheduled meeting time to review student data and develop differentiated learning activities leading to 80% of students improving in math and ELA on report card scores and NWEA assessments as evidenced by Fall-Spring report card and NWEA results. |
| **D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.** | | 1. Student Growth data (NWEA and quarter report card outcomes) 2 Grade-level and subject team meeting minutes |
| **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.** |
| Aug-18 | Oct-18 | Teams across K-8 continuum will adopt the same data review protocol that allows for teams of teachers to collaborate horizontally and vertically and across content areas in the development of engaging and differentiated lessons to meet individual student needs. |
| Sep-18 | Jun-19 | Teams across K-8 continuum will have schedule-imbedded meetings where one meeting per month will focus on review of student work and monitoring of student progress |
| Sep-18 | Jun-19 | All teachers will use daily classroom data and available resources to provide differentiated lessons for students that are hands-on, inquiry and project-based. Teachers will employ the use of providing regular descriptive feedback to student on common formative assessments at least one time per week. |
| Sep-18 | Jun-19 | PD to support training and knowledge of Intervention programs, classroom resources (texts, library materials, etc.) and use to support students |
| **TENANT 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 high levels of engagement, thinking and achievement.** |
| **B1. Most Recent DTSDE Review Date:** | | March 2017 |
| **B2. DTSDE Review Type:** | | NYSED Review |
| **C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.** | | According to the NYSED DTSDE review conducted in March 2017, it was determined that teachers’ instructional practices did not meet all students’ needs as observed lessons lacked scaffolded learning activities, did not include consistent checking for understanding and little evidence of informal assessments at the end of the lesson. As a result, instruction did not promote high levels of student engagement and inquiry leading to many students experiencing difficulty remaining on task. Therefore, following recommendation was given: Teacher’s instruction should contain-  • Scaffold learning activities in all subjects that are aligned to the learning target to meet all students’ needs  • Assessment opportunities to check student understanding of the learning target at least once as the lesson progresses;  • An informal assessment at the end of each lesson to gauge student understanding in preparation for the next lesson. |
| **D1. SMART Goal:** | | 100% of teachers will develop lesson plans that reflect differentiation and scaffolded learning activities aligned with the IB framework structure as evidenced by classroom observations, written lesson plans, IB Managebac system, and grade-level team meeting minutes. |
| **D2. Leading Indicator(s):** | | 1. Written lesson plans - Managebac Lesson Plan network for IB teacher.  2. Formal and informal observation data |
| **E1. Start Date:** | **E2. End Date:** | **E3. Action Plan:** |
| Aug-18 | Oct-18 | Teacher teams and IB Coordinators will identify consistent protocol for reviewing student data and setting target goals for classroom groups and ways to effectively provide timely student feedback |
| Sep-18 | Jun-19 | Common planning time will be used to review student data, develop targeted learning goals, and monitor student progress and opportunities for teachers to visit colleagues to witness best practices and model teaching; including vertical alignment |
| Aug-18 | Jun-19 | Provide professional development learning and coaching opportunities for teachers K-8 to develop instruction to deliver content through investigation and project-based activities aligned with CCLS and IB instructional framework that includes the IB Learner Profile traits |
| Aug-18 | Jun-19 | Consistent, formal, lesson plan template will be used to capture daily lessons aligned with NY standards and IB framework that reflect high learning expectations cultural inclusiveness and opportunities for students to extend learning |
| Aug-18 | Jun-19 | Teachers create classroom environments that use flexible seating , comfort zones, and cool down/time out area |
| Aug-18 | Jun-19 | Provide opportunities for students to become active learners and increase voice in the classroom with choices such as, creative classes, book clubs, and changes to display their work and share learning |
| **TENANT 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:** | | March 8-9, 2017 |
| **B2. DTSDE Review Type:** | | NYSED Review |
| **C1. Needs Statement:** | | According to the NYSED DTSDE review conducted in March 2017, it was determined that teachers a other adults working in the classrooms rarely referred to the Code of Conduct, students typically did not listen to information and instructions, and not all staff consistently follow the procedures for dealing with behavior problems and did not follow procedures related to appropriate behavior management. As a result, poor behavior of some students and the teacher’s failure to effectively address that behavior regularly interfered with learning. Therefore, the following recommendation was given: Develop and implement a consistent approach to managing behavior by checking that students’ behavior in classrooms do not interfere with the learning of others. |
| **D1. SMART Goal:** | | 100% of the members of the school community will implement the IB Learner Profile values through the House system model to build a school culture of shared ownership for learning among adults and students. This will be achieved through planning and delivery of lessons that explicitly teach and incorporate the IB profile traits resulting in at least a 10% decrease in short-term suspensions. |
| **D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.** | | 1. Student Suspension Rate (Short-Term / Long-Term) 2. Student Discipline Referrals 3. Student Positive Referrals |
| **E1. Start Date:** | **E2. End Date:** | **E3. Action Plan:** |
| Jun-18 | Aug-18 | Professional Development opportunities will be provided for all school members on ways to develop common discipline plan and who to implement House system model and IB LP within classroom instruction (written plans and learning activities). |
| Sept 18 | Jun-19 | Ongoing professional development to process, plan and implement House system protocol and ways to involve K-3 in the House model |
| Sept 18 | Jun-19 | Implement and infuse the House system, PBIS, and IB LP in daily practice across all content areas, grade levels and specialized services through active pedagogy |
| Sep-18 | Jun-19 | Weekly and monthly celebrations honoring the Houses with highest accumulation of points, PBIS tickets, and individual student and staff recognition for IB Leaner Profile traits. |
| Jun-18 | Aug-18 | Professional Development opportunities will be provided for all school members during the summer on ways to develop common discipline plan and how to implement House system mode, PBIS tickets, and IB LP within classroom instruction (written plans and learning activities). |
| Aug-18 | Jun-19 | Receive training and ongoing PD on Restorative Justice Practices; conduct ongoing relationship-building circles with students and with staff members. |
| **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:** | | March 2017; Joseph C. Wilson Foundation Academy did not have a recommendation for Tenant 6: Family and Community Engagement during the NYSED visit in March 2017. The IIT team was not able to complete the process due to the citywide school cancellations because of inclement weather. Therefore, February 2016 was the last time Tenant 6 received a DTSDE review conducted by District-lead Review team. |
| **B2. DTSDE Review Type:** | | "2017 NYSED Review |
| **C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.** | | Our parents need to be seen as partnering with us to improve our school's average daily attendance. Together, we need to regularly monitor the effectiveness of our communication between home and school; track needs and feedback from family regarding support, student achievement, and general concerns; and provide opportunities for families to engage with staff formally and informally in order to increase the attendance for individual students and overall for the school. |
| **D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.** | | By June 2019, average daily attendance for all students will increase from 89% to meet or exceed district target of 93% by the end of the 2018-19 school year as measured by the Average Daily Attendance reported in PowerSchool and extracted in SPA in June 2019. |
| **D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.** | | 1. Weekly attendance data  2. Assessment outcomes for 2018  3. Parent Attendance at Workshops and other school events. |
| **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.** |
| Jun-18 | Aug-18 | Professional Development opportunities will be provided for all school members on ways to develop common discipline plan and who to implement House system model and IB LP within classroom instruction (written plans and learning activities). |
| Sept 18 | Jun-19 | Ongoing professional development to process, plan and implement House system protocol and ways to involve K-3 in the House model |
| Sept 18 | Jun-19 | Implement and infuse the House system, PBIS, and IB LP in daily practice across all content areas, grade levels and specialized services to reflect expectations for behavior |
| Sep-18 | Jun-19 | Weekly and monthly celebrations honoring the Houses with highest accumulation of points, PBIS tickets, and individual student and staff recognition for IB Leaner Profile traits; student celebrations and class meeting time ("morning meetings") |
| Aug-19 | Jun-19 | School community will work to develop and implement a common school-wide discipline plan and how to implement House system mode, PBIS tickets, and IB LP within classroom instruction (written plans and learning activities); consideration of classroom vs hallway behavior and instituting a process for filling a referral and receiving timely feedback on appropriate consequences |
| Aug-18 | Jun-19 | Receive training and ongoing PD on Restorative Justice Practices; conduct ongoing relationship-building circles with students and with staff members |
| 19-Mar | 1-Jun | School-wide Safety Plan will be developed and implemented to include consideration of the different needs of elementary K-6 students from the middle school 7th/8th graders; School Safety Officer role and responsibilities for meeting school safety needs. |
| 19-Mar | 19-Jun | Development of a Student Government Council to provide student voice and opportunities for students to be more active in the creation and operation of the instructional and extra activates during and after school offered in the school |