LEA Name:	
LEA BEDS Code:	
School Name:	World of Inquiry School 58

ENTER DATA INTO ALL YELLOW CELLS.

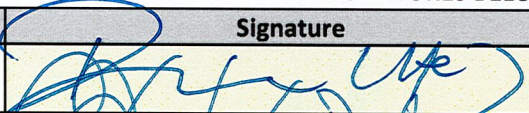# 2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Sheela Webster	Title	Principal
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Plan			

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	
President, B.O.E. / Chancellor or Chancellor's		Van Henri White	10-26-17

Statement of Assurances

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

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

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 11, 2017	WOIS		
May 15, 2017	WOIS		
June 9, 2017	WOIS		
July 11, 2017	WOIS		
August 1, 2017	WOIS		

Name	Title / Organization	Signature
Sheela Webster	Principal	
Kerry Robertson	Instructional Coach	
Chris Widmaier	Secondary Teacher	
Kara Miller	Instructional Coach	
Nissa Youngren	Parent	

School Information Sheet

School Information Sheet							
Grade Configuration		Total Student Enrollment		% Title I Population		% Attendance Rate	
% of Students Eligible for Free Lunch		% of Students Eligible for Reduced-Price		% of Limited English Proficient		% of Students with Disabilities	

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

School Personnel							
Years Principal Assigned to School		# of Assistant Principals		# of Deans		# of Counselors / Social Workers	
% of Teachers with **NO** Valid Teaching Certificate (Out of Compliance)		% of Teachers Teaching Out of Certification Area		% Teaching with Fewer than 3 Years of Experience		Average # of Teacher Absences	

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		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)					

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

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	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.)
X	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.)
X	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.)
X	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.)
X	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.)
X	Moderate Degree (At least 50% of planned activities were funded.)
☐	Major Degree (At least 90% of planned activities were funded.)

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement 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) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and 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 professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

More information about the Turnaround Principles can be found at: https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

• strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

The school will implement an approved lesson design across the K-12 which includes the following components to bring the shifts of the CCLS into daily practice and also includes structures to build student engagement, ownership and greater accountability. The components will also include opportunities for student discussion, differentiation, feedback, synthesis and reflection in regard to achieving the set purpose or learning target. The lesson design will include the following components: Engage, grapple, discussion, focus, application (differentiated options) and synthesis. Special emphasis will be place on the focus, application (differentation structures) and synthesis as critical components of the lesson design. The daily lessons will also be incorporated in long-term units of studies such as learning expeditions, case-studies and investigations. The long-term units will include deep work with unpacking standards to establish Standards-Targets-Assessment document for ELA and content standards at each grade level K-6. The same process will be established for 7-12 but the Standards-Targets-Assessment documents can be utilized within the framework of all content areas. The school's professional development plan will be aligned to this principle along with learning walks, observations, coaching cycles with instructional coaches, teaching learning labs and student centered coaching. Implementation is measured through data gathered through learning walks, formal and informal observations, focus group data, EL implementation review and anecdotal feedback. Adjustments are made regularly to all aspects of professional learning based on the feedback gathered. In addition, coaching support and connected committee work is also adjusted regularly to meet the needs.

3. How will the school continue to monitor and make adjustments to implementation?

The school has established timelines for completing collaborative timelines, grad level/content area and data meetings for the 2017-18 school year. Feedback gathered from each structure named will be used to make the necessary adjustments to the professional development plan and instructional coaching support provided to teachers. The SBPT will also meet regularly to examine the progress with instructional goals, activities and progress with improving student achievement. Information gained from formal and informal observations will also be used to provide the necessary feedback and support to teachers/staff.

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 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 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 2016-17 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 2016-17 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 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 2016-17 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2016-17 plan.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 16-17 plan.

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at http://www.p12.nysed.gov/oisr/. 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. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

2. Describe how the school selected the model identified. Identify any relevant data sources and analysis of those sources.

3. Detail a schedule of events for the 17-18 school year that will result in a fully developed plan for implementation of the selected model.

4. Describe the leading indicators that will be used to track progress against the schedule of events. Identify persons responsible for progress monitoring.

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 2017-2018 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

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.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	y	y			
Student Average Daily Attendance	y	y	y	y	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)		y			
Student Completion of Advanced Coursework	y	y			
Student Suspension Rate (Short-Term / Long-Term)				y	
Student Discipline Referrals			y	y	
Student Truancy Rate					
Student Performance on January Regents Exams	y	y			
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate			y	y	
Teachers Rated as "Effective" and "Highly Effective"	y	y	y	y	
Teacher Attendance at Professional Development		y	y	y	
Parent Attendance at Workshops					y
Parent Participation in District/School Surveys					y
NWEA Data and Reports, Report Cards, Classroom Assessments		y			

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	Mar-17
B2. DTSDE Review Type:	District Led 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	School leaders should collaborate with teachers, instructional coaches, student leaders and parent/community representatives to implement regular learning walks to monitor teachers' implementation of components of Workshop 2.0 lesson design which promote the following: extended learning activities, discussion protocols, higher order strategic questions, and rigorous and relevant tasks. School leaders and teachers must check that all students needs are addressed during daily instruction. This means modifying or extending learning tasks to provide the appropriate rigor for all students.

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.	Teachers, school leaders, student leaders, and parent/community representatives will conduct bi-monthly learning walks to measure the implementation of the following components based on the Workshop 2.0 lesson design model : extended learning activities, discussion protocols, higher order questions, and rigor of tasks to achieve implementation in 80% of all classrooms across the K-12 by April 2018. All learning walks teams will use a modified version of the EL Deeper Learning Tool as the standard notecatcher for all learning walks and teacher self-assessment.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Completion of Advanced Coursework Student Performance on January Regents Exams

E1. Start Date: Identify the projected start date for each	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-17	Sep-17	Schedule the collaborative five learning walks for the year on the WOIS calendar and distribute calendars to all teachers. Communicate the datesto student and parent leaders.
1-Jun	Sep-17	Establish a standard document based on the EL Deeper Learning Tool to capture the learning walk data and providing the feedback to all teachers in an efficient and impactful manner.
Jul-17	Sep-17	Establish learning walk groups for the five sessions. Each group will include administrators, instructional coaches, teachers representatives across the K-12 grade level bands and content areas, student leaders and parent/communinty representatives.
Jul-17	Sep-17	Establish the necessary coverage schedule and secure the necessary resources for the first three learning walks.
17-Nov	Januray 18	Establish the necessary coverage schedule and secure the necessary resources for the remaining two learning walks
Sep-16	Jun-18	Conduct bi-montly learning walks and provide timely feedback to all staff with implications and suggestions for next steps
Sep-16	1-Jun	Plan, prepare and adjust the montly professional development sessions to meet the needs/implications gathered during the learning walks

Sep-17	Sep-18	Use the EL Deeper Learning Tool and the WOIS Habits of Work as teacher self-assessment documents in collaboration with school leaders, teachers will use the tools bi-monthly to track their progress toward mastery.

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:	Mar-17
B2. DTSDE Review Type:	District Led 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	Teachers in collaboration with administrators, instructional coaches, counselors, and support service providers need to implement structures that will deepen the use of Assessment for Learning strategies by regularly monitoring student data based on assessments. In grades K-8 this will include weekly grade level meetings, 6-8 week data meetings and student led conferences. In high school, this will include departmental and grade level planning meeting, student led conferences and review of report card data by counselors, staff and administrators.

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.	Teachers across K-12 will employ the use of Assessment for Learning practices in daily instructional plans. This will include regular review of student data based on student assessments, use strategic questioning and discussion protocols in daily practice, quality standards based learning targets, learning target trackers, exit/entrance tickets, tiered lessons, Standards-Target- Assessment planners, and descriptive feedback to support goal setting with students to improve student achievement, as measured by 55% of students showing growth on the NWEA assessment or an increase in a passing rate of at least 5% on the Gate Keeper Regents'/
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Credit Accruals (HS Students) Student Completion of Advanced Coursework

E1. Start Date: Identify the projected start date for each	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.
Jul-17	Sep-17	The following will be sheduled on the school's calendar and distributed to all teachers: grade level meetings, content area (department) meetings, data meeting weeks
Jul-17	Sep-17	The schedule to prepare and host student led conferences will be placed on the school calendar and distributed to teachers.
Jul-17	Sep-17	The Student Led Conferences Design Task Team will revise the Habits of Work Scholarship Rubric to meet the developmental, social and academic needs for each of the grade level bands across the K-12. The Habits of Scholarship Rubric will be a common tool used to prepare and conduct Student Led Conferences across the K-12.
Sept. 2017	Jun-18	feedback to students on formative and/or summative assessments at least one time per week to help the students set goals, establish the steps to get there, and/or monitor goals. Teachers will adjust their instructional decisions based on the student outcomes.

Sept. 2017	Nov. 2018	During the "focus" part of Workshop 2.0 teachers will provide a mini-lesson in which they explicitly state and unpack the learning target(s), provide an opportunity for students to assess where they are with their mastery of those targets, conduct the mini-lesson based on the learning targets and adjusted based on the informal data gathered during the engage/grapple/entry/exit tickets.
Nov. 2017	Jan. 2018	During the "apply" component of Workshop 2.0, teachers adjust the assignment using data from previous lessons or from the earlier components of Workshop 2.0 lesson to meet the varying needs of students. This means modifying or extending learning tasks to provide the appropriate rigor for all students, including the use of tiered lessons when applicable.
Jan. 2018	Mar. 2018	During the "synthesis" component of Workshop 2.0 teachers will have student reflect on the content they learned and the process they used to learn it. Teachers will use exit tickets, learning target trackers, etc. to assess progress with learning targets, develop next steps and/or set goals.
Sept. 2017	Jun-18	Collaborative planning time for staff will be provided during weekly grade level meetings(K-8), monthly 2 hour PDs(K-12), monthly content crew meetings(7-12), during the summer retreat, and any other opportunities provided by the master schedule.
Aug. 2017	Jun-18	Teachers will collaborate to build expeditions/case studies using CCSS and state content standards that aligns with their targets and assessments using an Standards-Targets-Assessment (STA) planner.
09/01/2017	6/30/18	Teachers in grades 3-8 will utilize the 6+1 Traits of Writing Strategies to build and develop process writing, which will include planning, revision, editing, and ongoing feedback.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	Mar-17
B2. DTSDE Review Type:	District Led 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	Teachers, administrators and instructional coaches will develop and implement a protocol for Student Centered Coaching(individual and/or small group focused cycles) and Teaching Learning Labs that will build capacity of school staff to establish mastery of instructional practices. The experiences will include but will not be limited to the following instructional strategies and practices: 1. learning targets that articulate specific learning outcomes, 2. strategic questioning techniques (including pre-planned scaffolded questions that move students to higher-order thinking and opportunities for students to generate their own questions), 3.

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.	At least 80% of teachers K-12 will participate in at least three cycles of teaching learning labs and/or student centered coaching experiences between September 2017 and May 2018 to further establish mastery of instructional practices that promote rigor, relevance, responsiveness, ownership and engagment among students. This will include the use of grapple, engage, focus, discussion/applicaton, and synthesis in lesson development.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Average student attendance; student discipline referrals; teacher daily attendance rate; teachers rated as effective and highly effective; teachers attendance at professional development sessions

E1. Start Date: Identify the projected start date for each	**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.**
May-17	Oct-17	Identify and establish clear criteria and protocols for Teaching Learning Labs for K-12 teachers
17-May	Oct-17	Identify and establish clear criteria and protocols for Student Centered Coaching for K-12 teachers
May-17	Oct-17	Identify existing structures (grade level meetings, common planning time, release time, co-teaching models) in which protocols and processes and protocols for Teaching Learning Labs cycles and/or Student Centered Coaching sessions infused as job-embedded professional learning opportunities.
May-17	Oct-17	Establish teams to conduct Teaching Learning Labs and/or Student Centered Coaching
May-17	Oct-17	Schedule the Teaching Learning Lab cycles and/ or Student Centered Coaching sessions
Oct-17	May-17	Implement Teaching Learning Lab cycles and/or Student Centered Coaching sessions or cycles across the K-12
Oct-17	May-17	Gather feedback and data from the Teaching Learning Lab cycles and Student Centered Coaching sessions and adjust the professional development plan and workshops accordingly
Sep-17	Jun-18	Use the WOIS Habits of Work and EL Deeper Learning Tool to complete bi-monthly self and group reflections based on participation in Teaching Learning Lab cycles and Student Centered Coaching sessions.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	Mar-17
B2. DTSDE Review Type:	District Led 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	School leaders in collaboration with students and staff will identify a process to identify and establish student leaders and student leadership opportunities in grades K-12. The process will also include integration of the school's Design Priniciples, Griffin Values and Restorative Practices.

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 2018, school leaders and teachers will establish a functioning Student Council Crew at the high school in collaboration with student leaders. The school will identify and provide training in Restorative Practice (conducting peace circles) to at least 10 elementary and middle school student leaders who will lead their peers in peace circles. Student leaders from all levels will support the planning and implementation of weekly school wide morning/community meetings. At least 50 percent of each school wide morning/community meeting will be devoted to infusion of the Griffin Values, Design Principles, Habits of Work, positive
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

E1. Start Date: Identify the projected start date for each	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.
May-17	Sep-17	Establish purpose and process for Student Council Crew and run elections to select student leader representatives from grades 9-12 along with founding members.
Jul-17	Sep-17	Schedule, prepare and provide teambuilding and restorative practice training to elected members of the Student Council Crew
1-Jul	Aug-17	Schedule members of the Student Council Crew to participate in the August introductory meetings with incoming 7th grade students
Sep-17	Oct-17	Establish School Wide Morning/Community Meeting clubs for elementary, middle and high school to support with planning and preparing weekly meetings. Establish advisors at each level and regular meeting dates/times.
Sep-17	Oct-17	Identify and select student leaders to serve a representatives on the School Based Planning Team and Parent Teacher Crew
1-Sep	Jun-18	Continue to develop structures which allow for daily implementation of relationship building through restorative practices including circles, questions, and conversations in Crews, classrooms, student management and conflict resolution.

Sept and Oct 2017	May 2018 and Jun 2018	Adventure learning opportunities (Outward Bound) will be provided for K-12 students and staff to further build relationships and implementation of restorative practices
May-17	Sep-17	The WOIS Crew Committee will work in collaboration with administrators and school leaders to revise and implement structures for advisory crew to build greater engagement and ownership for students and crew advisors.
Sep-17	Jun-18	Counselors and social workers will examine data and develop specific student groups/systems to address high needs and also provide training on social/emotional strategies to administrators, teachers and staff.
Sep-17	Jun-18	School leaders will also examine how to better incorporate the school nurse and data systems collected through the nurse's office to support students' social emotional needs.

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:	Mar-17
B2. DTSDE Review Type:	District Led 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	The school leaders in collaboration with the parent liasion and school counselors will develop a basic resource guide that includes services and programs that are being provided by community stakeholders. School leaders and district liason will promote and connect parents with the district Parent Power Seminars.

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 November 2018, school leaders in collaboration with the parent liasion and school counselors will develop and distribute a basic resource guide that includes services and programs that are being provided by community stakeholders.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Parent Participation in District/School Surveys

E1. Start Date: Identify the projected start date for each	**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-17	17-Oct	provided by community stakeholders across the K-12. Service and program personnel will be invited to attend Curriculum Nights to share information with families.
Sep-17	Oct-17	School leaders in collaboration with school counselors will create a basic resource guide that names and offers brief descriptions including contact persons of the programs that are being provided by community stakeholders.
Oct-17	Jan-18	The resource guide will be distributed to parents through mailings, conferences, events such as student led conferences, exhibitions and open houses.