

LEA Name:	
LEA BEDS Code:	
School Name:	Andrew J Townson School 39

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Jacquelyn Cox	Title	Principal
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Website for Published 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			
President, B.O.E. / Chancellor or Chancellor's Designee			

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

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

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

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

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School 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)
September 14, 2017	Andrew J Townson School 39		
6/28/2017 DTSDE Self Review	Andrew J Townson School 39		

Name	Title / Organization	Signature
Jacquelyn Cox	Principal	
Akilah Collins	Assistant Principal	
Brandi Smith	Assistant Principal	
Nancy Lazarevski	Teacher - Grade 3	
Larry Hammond	Teacher - Grade 3	
Ivy Clark	Teacher - Grade 3	
Jennifer Reiningger	Teacher - Grade 5	
Theresa McKenzie	Special Education Teacher	
Yveta Nelson	Parent Liaison - RAP rep	
Alternates		
Catherine Chilano	Teacher- PreK	
Tianna Junious	Teacher - Grade 5	

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 Students		% 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)					

School Information Sheet

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.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

There was a school wide implementation of consistent writing instruction for students. Student performance scores on the 2017 NYS ELA exam was maintained at 6%, with 2 more students passing the exam.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Increased frequency of lesson plans review: Provided teachers feedback on lesson plans on a bi-weekly basis. There was a laser focus on student engagement and assessment for instruction. Introduced students to character traits each week: Character development of students became a proactive strategy to decrease disciplinary referrals and suspensions. Explicitly outlined data systems to monitor student progress. There will be a continued focus on mathematics instruction: Fluency, Problem Solving and Accountable Talks using math vocabulary.

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

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

There is a continued focus on lesson planning / instruction that includes coherent instruction, clear learning targets, increased student engagement, and assessment during instruction & feedback. There is a renewed focus on balanced literacy that includes writing, independent reading and guided reading. The workshop model will be utilized to deliver instruction in all subject areas. Grade 3 will utilize the Skills Program to increase students ability to reading on grade level by the end of the school year. Increase parent engagement by better meeting parents' needs and creating a welcoming environment. Continue implementation of the Relationship Model of Educational Intervention promoting self love and self advocacy among our students.

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

Balanced Literacy Program, Vocabulary Development, Student Engagement, Assessment for Instruction, Student Feedback, Mathematics Problem Solving & Fluency, Parent Engagement, Culturally responsive instruction- student ownership, voice & choice.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

Mission: Every day provide students opportunities to develop self-love and to actively learn through creating and solving problems. The workshop model that incorporates feedback to students, student choice and voice will promote active learning and problem solving. Improving mathematics problem solving will give students the opportunity to create their own solutions. The Relationship Model of Educational Intervention gives students a platform for developing self-esteem as well as applying their knowledge to their experiences.

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

100% of teachers will utilize the workshop model framework to ensure that all Math & ELA Common Core learning standards are taught by the end of the school year so that there is an increase in the number of k-6 students meeting or exceeding their NWEA individual RIT goal and an increase of the number of k-3 students meeting grade level benchmarks on Skills Assessments. Students participating in 2017-2018 Townson Tiger Celebrations will increase by 10% in comparison to school year 2016-2017, of students' self-management and the implementation and teaching of positive and proactive strategies through restorative practices, and the schoolwide PBIS program." 75% of k-2 students and 60% of 3-6 students in a classroom will score on or above grade level on each End of Unit CC ELA & Mathematics assessments throughout the school year, student performance will be tracked by each classroom teacher.

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

Grade Level Meetings - teachers will meet weekly to collaboratively analyze student data , align curriculum to standards and plan for instruction.
DTDSE Committees- will ensure Tenet activities are implemented with fidelity and monitor progress toward achievement of the SCEP goals. Vertical Teams will analyze data and develop and/or identify strategies to address gaps in the area of writing and mathematics instruction. School wide admin walkthroughs and Good To Great Meetings will monitor instruction and provide timely feedback to teachers. Administrators will monitor and manage student data in the area of writing and end of unit assessments. Professional learning opportunities will be provided throughout the year and on a weekly basis to improve teaching practices.

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

Time, Master Scheduling, Teacher participation, Monetary Resources, Personnel, Changes in policy and procedures, Parental/Family support

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

Restorative Practices- learn practices that will support students socially & emotionally, Writing Instruction - how to utilize the Step Up To Writing resource to explicitly teach daily writing lessons, Workshop Model- learn framework of the model and be able to implement in any subject area. Understand key component of framework is providing feedback to students. Vocabulary Development- Learn a variety of research based vocabulary development strategies to utilize with students to increase their vocabulary. Balanced Literacy Program- provide knowledge of how to implement balanced literacy in the classroom (Guided Reading, Explicit instruction, Independent Reading, Writing). Culturally responsive strategies- Read The Dreamkeepers, by Billings and utilized the culturally responsive practices in the classroom.

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

Staff Meetings, Weekly Bulletin, Grade Level Meetings, Superintendent Conference Days, Emails, Celebrate monthly "National Days", Fill Your Bucket Committee activities, Staff Peace Circles, Sports Days, Good To Great Meetings, Staff Gatherings outside of school, Townson Pride Fridays

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

PTO Meetings, Open House, School Website, Post on Parent Bulletin Board, SBPT Parent Reps, Parent Newsletter

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Meet with Prek staff at weekly planning meetings, invite Prek to all school wide events, coordinate parent activities at the same time and have Prek Teacher on SBPT.

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?

Strengthen the school's instructional program based on students' needs, ensuring that it is research-based, rigorous, and aligned with State academic content standards. Use data to inform instruction and for continuous improvement. Establishing a school environment that improves school safety and discipline by addressing non-academic factors that impact student achievement.

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.

Ensure that the daily schedule supports a researched-based instructional program. Purchase instructional resources materials that are aligned to CCLS that will support instruction in ELA and Mathematics. Provide consistent opportunities for professional development in the areas of use of data, student engagement, assessment in instruction, accountable talks in mathematics, explicit writing and reading instruction.

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

Walkthroughs will focus on student engagement, assessment in instruction, accountable talks in mathematics, explicit writing and reading instruction. "Look fors" will include use of the workshop model framework, clear learning targets, vocabulary development strategies, Guided Reading instruction, Independent Reading, formative assessment strategies, feedback given to students, student engagement strategies, students talking to one another about their learning, student choice and writing instruction. Timely feedback to teachers regarding their instruction will support adjustments that need to be made. Data driven instruction will be promoted through data discussions once per month at grade level meetings, students will maintain their own Data Binder throughout the school year that will be a result of setting goals and data conversations with their teacher. Good To Great meetings will be allocated as time to have data discussions between the administrators and teachers. Evidence of formative assessment data will be noted within daily lesson plans. Reading Teachers will monitor k-3 students' Skills Assessment results and provide that data to teachers to use for planning. Administrators will track end of unit assessments results and writing benchmark assessment results for all students. Data across the grade levels will be shared to create action plans for improvement. The Behavior Response Team will meet bi-monthly to discuss students' disciplinary referrals and Buddy Room data. The results will be discussed and action plans will be created to support students' social and emotional development.

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.

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Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 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 Services students are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Tenet 2: School Leader Practices and Decisions

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

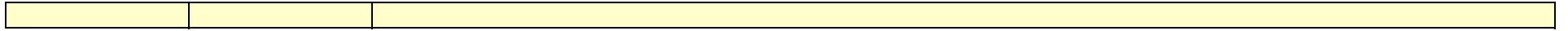
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Administrative team should conduct regular classroom walkthroughs providing immediate, actionable feedback to teachers. Administrators should consistently monitor daily lesson planning to ensure and support the delivery of engaging instruction, formative assessment, and effective feedback for students to meet CCLS. Provide opportunities to build community between teachers and administrators.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Actionable feedback to teachers based upon daily and quarterly administrative walkthroughs and monthly review of daily lesson plans will yield an increase in engaging instruction, checks for understanding during assessment and effective feedback to students as measured by 80% of teachers receiving effective or highly effective in Danielson 1e, 3a, 3c, 3d ratings on their Year End Evaluation. (Baseline set in fall from 1st walkthrough)
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Evidence of effective elements of 1e,3a,3c, 3d within daily lesson plans Walkthrough feedback indicate evidence of effective elements of 1e,3a,3c, 3d

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.
		Administrators will conduct Domain 1 walkthroughs on a monthly basis to review and provide teachers with actionable feedback to ensure the intentional and consistent daily lesson planning for 1e,3a,3c, 3d of the Danielson Rubric. Lesson plans should also show evidence of assessment results used to plan future lessons.
		Administrators will provide frequent review and development of HE criteria from Danielson Rubric.
		Administrators will actively supervise using quarterly- targeted walkthroughs and Formal/Informal Observations providing timely and actionable feedback to teachers.
		Administrators will conduct Pre & Post Observation Conferences and three Good To Great Meetings to discuss a summary of walkthrough feedback regarding the focus areas of: assessment in instruction, active engagement, and effective feedback.
		Administrators will calibrate ratings from walkthroughs and provide consistency around the type and amount of feedback given teachers.
		The administrators and the Bucket Committee will utilize staff meetings and other opportunities to build school community.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.	
B1. Most Recent DTSDE Review Date:		
B2. DTSDE Review Type:		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The teacher leader ensures and supports quality implementation of a systematic plan of rigorous and coherent curriculum appropriately aligned to The Common Core Learning Standards.	
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.	100% of teachers will utilize the workshop model framework to ensure that all Math & ELA Common Core learning standards are taught by the end of the school year so that there is an increase in the number of k-6 students meeting or exceeding their NWEA individual RIT goal and an increase of the number of k-3 students meeting grade level benchmarks on Skills Assessments.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Curriculum Maps/ Pacing Charts Grade Level CC End of Unit Assessments / common assessments Students meeting individual percentile goal on NWEA"	
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.
		Using the Backward Design model, grade level teams will align CC curriculum with assessment providing on-going development of pacing charts throughout the school year to ensure CC standards are met.
		Grade level teams will examine student data monthly at grade level meetings to determine if the standards are being met by the students and plan for active and differentiated instruction.
		Grade level teams will analyze common grade level assessments at the end of each module or domain throughout the school year to determine if the standards are being met by the students, planning for effective feedback, re-teaching and differentiated instruction.
		Vertical Teams in Mathematics and Writing will identify deficits and explore strategies to address needs each marking period during the school year.
		All teachers will participate in professional development in the area of teaching writing, vocabulary development and mathematics problem solving.
		Daily utilize the lessons in the Step Up to Writing resource materials to explicitly teach writing instruction for 30 minutes each day.
		Continue student goal setting in the area of literacy instruction in every classroom.
		Schedule dedicated time to focus on k-6 Science and Social Studies. Follow weekly designated days for instruction.



Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	To examine CC standards and teaching practices that will result in instruction that is more explicitly linked to standards and tailored to the next step that each students needs. Implement key strategies that will ensure differentiated instruction, active student engagement, and assessment in instruction.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	75% of k-2 students and 60% of 3-6 students in a classroom will score on or above grade level on each End of Unit CC ELA & Mathematics assessments throughout the school year, student performance will be tracked by each classroom teacher.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Grade Level CC End of Unit Assessments / common assessments
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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.
		Teachers will implement the created grade level curriculum map/pacing chart with fidelity throughout the year to maximize student achievement.
		Teachers will use the Differentiated Instruction lesson plan for guided reading to ensure differentiated instructional strategies and practices to address student goals and needs.
		Teachers will deliberately plan for assessment in instruction during each lesson in all subject areas to ensure clarity of all students' understanding and mastery of learning.
		Engaged students in accountable talks/numeracy talks to improve their problem solving skills.
		Classroom teachers will explicitly teach writing instruction every day for 30 minutes. Writing instruction will include how to answer oral & written questions in complete sentences.
		All teachers will utilize researched based vocabulary development strategies in all subject areas to increase students' knowledge of new words and specialized content words.
		Provide all students with at least 20 minutes of independent reading time each day.
		The Problem Solving Checklist developed by the Vertical Mathematics team will be used in every classroom to help students strategically solve word problems.

Tenet 5: Student Social and Emotional Developmental Health

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

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Support and teach students positive and proactive strategies to deal with anger, frustrations, disappointment, conflicts and transitions. Support, model and teach students social skills. Improve relationships between students and staff, build trust and respect between students and teachers through Restorative Practices.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Students participating in 2017-2018 Townson Tiger Celebrations will increase by 10% in comparison to school year 2016-2017, as a result of students' self-management and the implementation and teaching of positive and proactive strategies through restorative practices, and the schoolwide PBIS program."
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Decrease in student Disciplinary Referrals & suspension rate
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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; v
		Teachers will implement Peace Circles every day with all students to build community and Peace Circles will be used to collaboratively restore harm by all staff.
		The Response To Intervention Committee will be utilized when students do not respond to the their Tier I reading, mathematics or behavioral interventions within 4-6 weeks.
		Restorative Practices champions will provide professional development for staff in the areas of conducting peace circles, community building activities, and restorative procedures and practices.
		Staff will serve as mentors for students in need of social emotional supports.
		Conduct character building/life skills stations for all grade levels twice per school year (Sept. & Jan.) and character building life skills instruction throughout the school year.
		On a monthly basis teachers will track students who are Townson Tigers in order to increase student motivation and participation throughout the school year. (Cunningham K-2) (Nelson 3-6)
		Teachers will complete Behavior Support Plans (BSP) for any student who is exhibiting challenging behaviors.

Tenet 6: Family and Community Engagement

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

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.

Increase the number of parents who avocate and engage in the child's education and social /emotional well being.

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.	20% of our students' families will attend each event and other informative parent workshops to increase their knowledge of student academic and social/emotional expectations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at events & Parent Feedback Forms

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.
		Power of Two
		Increase number of staff members attending
		Include instructional information at each PTO meeting.
		Create a welcoming and more inviting school to parents and the community.
		Grade levels are to create and submit their format for Student-Led Conferences by Nov.1, 2017 to SBPT. It is expected that student led-conferences be held for all students by the end of March 2018.
		Establish a parent support group for our most behaviorally challenged students and with the parents of students in the Success Program (8:1:2) to help meet the social & emotional needs of students and parents.
		Grade level teachers will create and send home a monthly instruction newsletter for parents.