LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010029
School Name:	Woodlawn Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	John Perreault	Title	Building Principal
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Website for Published	www.schenectady.k12.ny.us		

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	signature on file	Laurence T. Spring	19-Jul-17
President, B.O.E. / Chancellor or Chancellor's	signature on file	John Foley	19-Jul-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 attendance.
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

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)
June 13, 2017	Woodlawn Lab		
June 30, 2017	Woodlawn Lab		
July 6, 2017	Woodlawn Lab		
July 7, 2017	Woodlawn Lab		
July 10, 2017	Woodlawn Lab		

Name	Title / Organization	Signature
John Perreault	Building Principal	
Matthew Berkshire	Instructional Supervisor	
Karen Moehle	Kindergarten Teacher	
Jennifer Cirincione	Special Ed Teacher	
Karin Yettru	5th Grade Teacher	
Angela Gozalkowski	2nd Grade Teacher	
Cindy Christman	Kindergarten Teacher	
Christina Miskovsky	3rd Grade Teacher	
Harold Sperazza	Social Worker	
Marcie Mastrogiovanni	Social Worker	
Jennifer O'Shea	Psychologist	
Beatrice Costanzo	Interventionist	
Kerri D'Alessandro	4th Grade Teacher	

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.)
X	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.)
X	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.)
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.)
X	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.)
X	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
X	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

In reflecting on the <u>PREVIOUS YEAR'S</u> 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).

One of the most significant positive impacts that resulted from last year's plan were the supports for identified at-risk students were provided, monitored, and adjusted throughout the year resulting in a significant reduction in suspensions. Another positive impact was the increase of the use of high leverage practices resulting in higher student engagement. This was measured by our newly developed walkthrough tool.

• 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.

Based on our DTSDE Review in December and follow up visit at the end of January, we maintained our current plan with adherence to suggested activities to support the plan.

In developing the <u>CURRENT YEAR'S</u> plan:

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

Writers workshop to supplement literacy plan's writing program, refocusing of parent engagement initiatives, expansion of the at-risk student program, and more emphasis on trauma senstivity in the classroom and throughout the school.

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

Based on the DTSDE review, writing instruction was an identified need. This area has been targeted by the plan.

• 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.

The Woodlawn School community promises to foster a student-centered and academically enriching environment through the integration of 21st Century learning skills, student-to-student engagement, parental and community partnerships, and the development of life long learners. The mission will be supported by the goals of our plan which addresses the needs for more cognitive engagement of students, parent and community partnerships through involvement at school, and decreasing disruptions to the learning environment as identified by the DTSDE review.

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

100% of students (K-5) will be exposed to explicit writing instruction.

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

This year, the Woodlawn Building Leadership Team will play a more direct role in supporting the initiatives of the plan through leading sub-committees (PBIS, PPT, Trauma Sensitive School Implementation), monitoring progress, and developing supports to overcome barriers to success.

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

Parent and community member attendance at school events has historically been a barrier to our school's mission. Reciprocated communication was identified as a barrier. This barrier will be addressed through training staff, forming community partnerships with family support organizations, obtaining feedback from all stakeholders, and monthly written communication (translated as needed) to parents on how to engage with the school through partnerships and events.

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

Seminars in high leverage practices and writers workshop to increase student achievement. These were topics identified in the DTSDE review. Seminars in de-escalation, trauma sensitivity, and parent engagement to remove identified barriers to student achievement in school.

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

Utilization of our community engagement director, invitation of community organizations to host tables at all events, meeting with parent/community member focus groups throughout the year to remove barriers.

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

Links to the plan on the Woodlawn School website. Copies will be made available in the main office at Woodlawn.

• 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.

Instructional initiatives are aligned to include supports in preschool, parent involvement activities include all grades in the school (including preschool), early universal screening has begun in our school to identify student needs for early intervention services prior to Kindergarten enrollment.

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?

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.

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

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.

> **Woodlawn has been utilizing curriculum resources being provided by our district. These include Math in Focus, materials from our K-3 and 4-5 Literacy Plans, district developed Science and Social Studies units. In 2017-18, we will continue to utilize these resources and provided training to support the needs of both students and staff.**

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.

> **Professional development addressed needs identified in both our 2015-16 and 2016-17 DTSDE Reviews. Professional development days were used along with our daily scheduled PLC times and monthly faculty meetings to drive curriculum supports, instructional practices, behavioral supports (de-escalation and trauma sensistivity), and parent/community engagement.**

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

> **Monthly calendars for our PLC times focused instructional staff around topics based on school needs (trauma, ELA, writing, Math, etc). Monthly staff meetings allowed for data anlysis and professional development. In 2017-18, we will continue these practices to allow time for staff to learn, analyze, and reflect on their instructional practices to support our students.**

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 plan.

> **No changes or updates to the assessment program at Woodlawn from 2016-17 plan. We will continue to monitor and analyze all assessments collaboratively.**

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.

Significant gains were identified from the 2016-17 plan in reduction of suspensions and the monitoring of our identified at-risk students. We will continue to hone our communication strategies to better reach our parents and community based on the DTSDE recommendations.

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.

Woodlawn, in conjunction with our district initiatives and supports, has been supporting our support of our unique populations. Woodlawn is a designated ESL center and we have added new, real-time translation services to support communication with our families.

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.

No changes were made to the organizational structure of the school and its day-to-day operations from 2016-17. Based on the DTSDE Reviews, no changes were recommended. The Woodlawn administration and building leadership team did not make changes based upon this evidence.

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.

The Schenectady City Schools District has implemented new changes to its recruitment strategies to better staff our schools and impact the achievement of our students. A comprehensive screening protocol has been put in place. Administration and Human Resources staff were trained on this screening protocol prior to roll out. The aim is to recruit and retain highly qualified staff who will best serve and support our students in our urban district.

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 Services students are

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	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)		Y	Y	Y	
Student Discipline Referrals		Y	Y	Y	
Student Truancy Rate		Y	Y	Y	
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate	Y	Y	Y		
Teachers Rated as "Effective" and "Highly Effective"		Y	Y		
Teacher Attendance at Professional Development	Y	Y	Y		
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					Y

School Information Sheet

School Information Sheet

Grade Configuration	K-6	Total Student Enrollment	488	% Title I Population	100%	% Attendance Rate	94%	
% of Students Eligible for Free Lunch	72%	% of Students Eligible for Reduced-Price	4%	% of Limited English Proficient	0	% of Students with Disabilities	16%	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	0%	% Black or African American	26%	% Hispanic or Latino	23%	% Asian, Native Hawaiian / Other Pacific Islander	11%	% White	33%	% Multi-Racial	8%

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)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	3%	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

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:	December 2016
B2. DTSDE Review Type:	State-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	Based on the 2016-17 DTSDE Review for Woodlawn, school leaders should establish a system for routinely communicating with teachers. Communications should include but not be limited to: (a) Providing frequent, individual, actionable feedback to teachers focused on their instructional practice based on school leader walk-thrus. (b) Sharing analysis of group and individual student data (assessment, behavioral, and attendance, for example) and recommendations for ways to improve achievement.

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, adminstrators will develop a system to share analysis of group and individual student data (assessment, behavioral, and attendance, for example) and recommendations for ways to improve achievement. As a result, teachers and support staff will increase student engagement by 20%, use of academically productive talk by 40%, and student truancy will be reduced by 20%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	#REF!

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.
8/1/17	9/1/17	School leaders will redesign the walkthrough tool to reflect the instructional goals established in Tenets 3, 4, and 5.
9/1/17	10/1/17	School Leaders will share out walkthrough tool with staff during PLC time in order to calibrate expectations and minimize observer effect.
9/1/17	10/1/17	School Leaders will communicate the instructional goals (academically productive student talk, higher ordering questioning, explicit writing instruction, and writing learning objectives) to staff during PLC time in order to establish a shared understanding.
9/1/17	10/1/17	School Leaders will update the writing component of the walkthrough tool and share out with staff during PLC time in order to calibrate expectations and minimize observer effect.
9/1/17	10/1/17	School Leaders will communicate the instructional goals (academically productive student talk related to writing process, higher ordering questioning) to staff during PLC time in order to establish a shared understanding.
10/1/17	12/1/17	School leaders will establish baseline measure of targeted teaching practices during ELA periods using the Woodlawn Walkthrough Form so that each classroom is visited at least once per month and data is aggregated to show trends across the building.
10/1/17	12/1/17	School leaders will facilitate monthly PLC meetings in which grade level teams will participate in professional learning specific to explicitly teaching writing through the workshop model. Resources to be used will include Lucy Calkins' Units of Study in Opinion, Information and Narrative Writing.

12/1/17	1/1/18	Building principal, Instructional Supervisor, and district coordinator(s) will analyze the aggregated data collected from building walk throughs and determine school progress toward meeting the goal and to determine next steps for planning of professional learning.
12/1/17	1/1/18	Building Leaders will share out aggregated data with instructional staff at faculty meeting or PLC meetings in order to establish common understanding of needs for future professional learning and to help reflect on individual practices.
1/1/18	3/1/18	School leaders will measure targeted teaching practices during ELA periods using the Woodlawn Walkthrough Form so that each classroom is visited at least once per month and data is aggregated to show trends across the building.
3/1/18	4/1/18	Building principal, Instructional Supervisor, and district coordinator(s) will analyze the aggregated data collected from building walk throughs and determine school progress toward meeting the goal and to determine next steps for planning of professional learning.
3/1/18	4/1/18	Building Leaders will share out aggregated data with instructional staff at faculty meeting or PLC meetings in order to establish common understanding of needs for future professional learning and to help reflect on individual practices.
4/1/18	6/1/18	School leaders will measure targeted teaching practices during ELA periods using the Woodlawn Walkthrough Form so that each classroom is visited at least once per month and data is aggregated to show trends across the building.
6/1/18	7/1/18	The Building Leadership Team, in partnership with the Office of Curriculum and Instruction, will analyze aggregated data related to targeted teaching practices to develop goals for the 2018-2019 school year.

Tenet 3 - Curriculum Development and Support

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.

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.

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.

E1. Start Date: Identify the projected start date for each	E2. End Date: Identify the projected end date for each activity.
7/10/2017	7/14/2017
8/7/2017	8/11/2017
9/1/2017	10/1/2017
9/1/2017	10/1/2017
9/1/2017	10/1/2017
10/1/2017	11/1/2017
10/1/2017	12/1/2017
10/1/2017	12/1/2017
12/1/2017	6/30/2018
12/1/2017	6/30/2018

1/1/2018	3/1/2018

Tenet 3 Update: The OEE found that school leaders h
by original goal of January 31, 2017. As a result, scho
Steps: The OEE and school leaders agreed that schoo

9/1/2017	10/1/2017
10/1/2017	11/1/2017
10/1/2017	11/1/2017
11/1/2017	12/1/2017
11/1/2017	1/1/2018
12/1/2017	1/1/2018
12/1/2017	1/1/2018
1/1/2018	2/1/2018
1/1/2018	3/1/2018
1/1/2018	2/1/2018
8/1/2-17	9/1/2017

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.
December 2016
State-Led Review

School leaders and the building leadership team should develop a procedure to embed a writing continuum for grades K-5 within the district's curriculum. The continuum should focus on connecting the practice of academically productive talk with a writing component.

By June 2018, teachers and school leaders will breakdown the district curriculum maps and develop one or more units which best lend themselves to teaching a specific genre of writing. As a result, 100% of students in grades K-5 will receive explicit writing instruction.
#REF!

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 <u>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.</u>
Woodlawn teachers will participate in district-wide curriculum writing led by the Office of Curriculum and Instruction.
Woodlawn teachers will participate in district-wide summer literacy institute.
During weekly PLC time, in horizontal and vertical teams, school leaders and teachers will review the NYS standards for writing, with the intended impact of influencing planning and instruction.
During PLC time, school leaders and teachers will review the district literacy plan with a focus on the district's instructional non-negotiables for writing.
During weekly PLC meetings, grade level teams and school leaders will meet to analyze district curriculum maps to identify gaps in the writing curriculum.
School leaders will facilitate weekly PLC meetings in which grade level teams will participate in professional learning specific to explicitly teaching writing through the workshop model. Resources to be used will include Lucy Calkins' Units of Study in Opinion, Information and Narrative Writing.
After identifying gaps in the writing curriculum, during weekly PLC meetings, teachers and building leaders will collaboratively plan a writing unit with the intended impact of preparing students to meet New York State standards for writing in a specific genre.
School leaders will provide feedback to teacher teams regarding unit plans being developed during PLC time with the intent of aligning the planned writing units with the district's literacy plan and NYS standards.
In 4-6 week blocks, teachers will implement the planned units with the intended impact of students writing to meet the NYS writing standards and the expectations of the district literacy plan.
During weekly walkthroughs, school leaders will provide feedback related to implementation of district non-negotiables related to writing.

Selected students in grades 3-5 will participate 3 days a week in an intensive after-school writing program led by Woodlawn teachers with the intended impact of closing the gap of identified sub-groups who are performing below grade level standards in writing. Instructional materials to be used will include "Up the Ladder: Accessing Grades 3-6 Writing Units of Study" by Lucy Calkins

...ad met with the district curriculum coordinator on January 12, 2017, to begin to develop a procedure to embed a writing continuum within the district's curriculum. However, school leaders stated that they felt this was too large a task to be completed ...ol leaders shared that they are working with the building leadership team to calendar time during Personal Learning Community (PLC) meetings to discuss the development of this writing continuum between February and May, 2017. Tenet 3 Next ...l representatives and the district curriculum coordinator should meet during the Summer Institute in June to develop ways to break curriculum units down and connect them to different genres of writing within specific units of study.

...n with school-wide instructional practices (academically productive talk, open-ended questioning, and formative assessment) an increase of 40% of instructional time from 28% as measured by the Woodlawn Walkthrough tool.

School Leaders will share out the redisgned walkthrough tool with staff during PLC time in order to calibrate expectations.
Building principal, Instructional Supervisor will conduct calibrated classroom walk throughs with a focus on academically productive student talk, open-ended questions, and formative assessment.
Building principal and Instructional Supervisor will analyze the aggregated data collected from building walk throughs and determine school progress toward meeting the goal of students being exposed to high leverage practices and to determine next steps for planning of professional learning.
Building Leaders will share out aggregated data with instructional staff at faculty meeting or PLC meetings in order to establish common understanding of needs for future professional learning and to help reflect on individual practices.
Building principal, Instructional Supervisor will conduct calibrated classroom walk throughs with a focus on academically productive student talk, open-ended questions, and formative assessment.
Vertical and horizontal teacher teams will meet during PLC time to share out best practices related to academically productive student talk, accountable talk, open-ended questions, and use of higher order questioning.
Building principal and Instructional Supervisor will analyze the aggregated data collected from building walk throughs and determine school progress toward meeting the goal of students being exposed to high leverage practices and to determine next steps for planning of professional learning.
Building Leaders will share out aggregated data with instructional staff at faculty meeting or PLC meetings in order to establish common understanding of needs for future professional learning and to help reflect on individual practices.
Building principal, Instructional Supervisor will conduct calibrated classroom walk throughs with a focus on academically productive student talk, open-ended questions, and formative assessment.
Vertical and horizontal teacher teams will meet during PLC time to share out best practices related to academically productive student talk, accountable talk, open-ended questions, and use of higher order questioning.
School leaders will redesign the walkthrough tool to reflect the instructional goals established by the SCEP.

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:	December 2016
B2. DTSDE Review Type:	State-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	Based on the December 2016 DTSDE review it was idenfied that there was little evidence of students using prompts and conversations from accountable talk to develop their thinking through writing.

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 will use academically productive talk and responses to open-ended questioning to develop their thinking prior to writing. By June 2018, the use of these teaching practices will increase 30% (from 66% to 86%) as measured by school building leaders conducting walkthroughs using the Woodlawn Walkthrough Tool.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	#REF!

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.
7/10/17	7/14/17	Woodlawn teachers will participate in district-wide curriculum writing led by the Office of Curriculum and Instruction.
9/1/17	10/1/17	Teachers who participated in curriculum development will share out new units at grade level PLC meetings.
9/1/17	10/1/17	School Leaders will update the writing component of the walkthrough tool and share out with staff during PLC time in order to calibrate expectations and minimize observer effect.
9/1/17	10/1/17	School Leaders will communicate the instructional goals (academically productive student talk related to writing process, higher ordering questioning) to staff during PLC time in order to establish a shared understanding.
10/1/17	12/1/17	School leaders will establish baseline measure of targeted teaching practices during ELA periods using the Woodlawn Walkthrough Form so that each classroom is visited at least once per month and data is aggregated to show trends across the building.
10/1/17	12/1/17	School leaders will facilitate monthly PLC meetings in which grade level teams will participate in professional learning specific to explicitly teaching writing through the workshop model. Resources to be used will include Lucy Calkins' Units of Study in Opinion, Information and Narrative Writing.
12/1/17	1/1/18	Building principal, Instructional Supervisor, and district coordinator(s) will analyze the aggregated data collected from building walk throughs and determine school progress toward meeting the goal and to determine next steps for planning of professional learning.

12/1/17	1/1/18	Building Leaders will share out aggregated data with instructional staff at faculty meeting or PLC meetings in order to establish common understanding of needs for future professional learning and to help reflect on individual practices.
1/1/18	3/1/18	School leaders will measure targeted teaching practices during ELA periods using the Woodlawn Walkthrough Form so that each classroom is visited at least once per month and data is aggregated to show trends across the building.
3/1/18	4/1/18	Building principal, Instructional Supervisor, and district coordinator(s) will analyze the aggregated data collected from building walk throughs and determine school progress toward meeting the goal and to determine next steps for planning of professional learning.
3/1/18	4/1/18	Building Leaders will share out aggregated data with instructional staff at faculty meeting or PLC meetings in order to establish common understanding of needs for future professional learning and to help reflect on individual practices.
4/1/18	6/1/18	School leaders will measure targeted teaching practices during ELA periods using the Woodlawn Walkthrough Form so that each classroom is visited at least once per month and data is aggregated to show trends across the building.
6/1/18	7/1/18	The Building Leadership Team, in partnership with the Office of Curriculum and Instruction, will analyze aggregated data related to targeted teaching practices to develop goals for the 2018-2019 school year.

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:	December 2016
B2. DTSDE Review Type:	State-Led

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	Based on the 2016-17 DTSDE Review for Woodlawn, it was recommended that school leaders should further their expectation to preserve instructional time for all students by developing a plan to implement and perdiocaly revisit de-escalation techniques that teachers can use within their classes to avert or minimize behavioral distuptions to instruction.

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, through the use of staff training and pro-active student support services the number of students who have been referred to the office for disciplinary reasons 10 or more times will decrease from 22 to 15 (33%) as measured by student discipline referrals.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	#REF!

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.
9/1/2017	6/1/2018	School Leaders, school based support staff and district attendance officer will analyze truancy and attendance data to develop a plan to decrease truancy and attendance concerns
9/1/2017	6/1/2018	School Leaders, school based support staff and district attendance officer will utilize the Community- District liaison to address families where attendance and truancy are an issue.
9/1/2017	11/15/2017	During PLC and faculty meeting time, the PBIS team will present the matrix of behavioral expectations (PAWS) and related consequences to all staff (teachers, school based support staff, lunch monitors, paraprofessionals) in order to establish consistency in the implementation of the matrix of behavioral expectations.
9/1/2017	6/30/2018	Throughout the school year, all school staff (teachers, school based support staff) will teach lessons to reinforce the behavioral expectations set in the matrix (PAWS).
9/1/2017	10/1/2017	OT/PT staff will provide orientation training on the Sensory Break Room in order to establish an understanding of the learner profile who would benefit from this service as well as methods and equipment used.
9/1/2017	10/1/2017	PPS staff will indentify individual students based on 2016-2017 behavior data to receive at-risk student services
9/1/2017	11/1/2017	PPS staff will turn key De-escalation training to teaching staff with intended impact of reducing incidents and the severity of student in crisis.
9/1/2017	6/1/2018	PPS and building leadership will facilitate weekly pro-active team meetings- with co-teach teams
10/1/2017	11/1/2017	BOCES will provide Peer Mediation training to two teacher facilitators and a team of 4th and 5th grade students with the intent of constructive and peaceful resolution of student conflicts.
10/1/2017	12/31/2017	School based support staff will form at-risk counseling groups and meet with them a minimum of once per week in order to teach preventative coping strategies in order to reduce incidents of aggressive behavior amongst identified students.

	Start	End	Action
	11/1/2017	2/1/2018	Building leadership and PPS staff will turn key Trauma Sensitive Training to teaching staff with the intended impact of limiting the impact of trauma on learning, behavior and relationships at school.
	1/1/2018	1/30/2018	School Leaders and school based support staff will analyze discipline referral data and determine if any adjustments need to be made to at-risk counseling groups.
	2/1/2018	2/28/2018	Building Leaders will share out aggregated data with instructional staff at faculty meeting or PLC meetings in order to communicate trends and progress toward the goal of reduction of student discipline referrals for aggresive behavior.
	1/1/2018	3/30/2018	School based support staff will form at-risk counseling groups and meet with them a minimum of once per week in order to teach preventative coping strategies in order to reduce incidents of aggressive behavior amongst identified students.
	4/1/2018	4/30/2018	School Leaders and school based support staff will analyze discipline referral data and determine if any adjustments need to be made to at-risk counseling groups.

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:	December, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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	From the 2016 - 2017 DTSDE School Final Report Document, parents told the reviewers that school leaders, teachers, and support staff are responisve to their needs. However, while there is evidence of some reciprocal communication between the school and families, the means of communicating vary among the staff. The school needs a monthly newsletter and is correctly translated into the languages represented at 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, 2018, through the use of community support programs and parent engagement events that focus on behavior expectations, the number of students who have received 5 or more referrals will decrease 33% (from 22 to 15) as compared to the 2016 - 2017 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Discipline Referrals, Woodlawn PBIS Matrix (PAWS), and Woodlawn DTSDE Survey

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.
9/7/2017	9/30/2017	School leaders, Building Leadership Team (BLT) and Community District Liaison will implement a program for parent engagement and involvement at Woodlawn in order to build partnerships with families and inform them of the expectations of the Woodlawn School Community.
9/7/2017	9/30/17	School leaders, teachers, and support staff will identify at-risk students based on data trends from previous years in order to place students in the community-based Kids Hope mentoring program. This data analysis will also be used to identify additional needs for school-based support systems.
9/7/2017	9/30/2017	School leaders, PBIS Committee, The Building Leadership Team (BLT), and PTO will meet to coordinate parent outreach nights and activities for the 2017 -2018 school year.
9/7/2017	9/30/2017	School leaders, BLT, and PBIS Committee will arrange for community support organizations to attend planned parent outreach events beginning with the annual Back to School Night to inform parents of community based supports available to them in the Woodlawn Community.
9/7/2017	11/15/2017	During PLC and faculty meeting time, the PBIS team will present the matrix of behavioral expectations (PAWS) and related consequences to all staff (teachers, school based support staff, lunch monitors, paraprofessionals) in order to establish consistency in the implementation of the matrix of behavioral expectations.
9/7/2017	6/30/2018	Throughout the school year, all school staff (teachers, school based support staff) will teach lessons to reinforce the behavioral expectations set in the matrix (PAWS).
10/1/2017	10/31/17	BLT will partner with the PTO and community members for a Spooky Story Night. The event will promote literacy in a family friendly setting.

11/1/2017	11/30/17	School leaders, teachers, and support staff will progress monitor at-risk students and identify new at-risk students from first quarter data in order to place students in the community-based Kids Hope mentoring program. This data analysis will also be used to identify additional needs for school-based support systems.
11/1/2017	12/22/2017	During parent conferences parents will be made aware of web-based programs that the students utilize at school in order to promote the use of the same programs at home. This will increase academic success in the areas of mathematics and literacy (RAZ KIDS and Reflex Math).
1/1/2018	1/31/2018	BLT will partner with the PTO and the City Mission for a Family Appreciation Dance. There will be a presentation by a City Mission Representative to address issues that familes living in poverty may face.
2/1/2018	2/28/2018	School leaders, teachers, and support staff will progress monitor at-risk students and identify new at-risk students from second quarter data in order to place students in the community-based Kids Hope mentoring program. This data analysis will also be used to identify additional needs for school-based support systems.
3/1/2018	3/31/2018	BLT will partner with the PTO and community organizations for a Multicultural Night. The event will promote cultural awareness and sensitivity.
3/19/2018	3/23/2018	Woodlawn will host a Career Day with community members sharing their knowledge about their vocations with students.
4/1/2018	4/30/2018	School leaders, teachers, and support staff will progress monitor at-risk students and identify new at-risk students from third quarter data in order to place students in the community-based Kids Hope mentoring program. This data analysis will also be used to identify additional needs for school-based support systems.
5/1/2018	5/31/2018	The BLT will partner with the PTO and community organziations for the Woodlawn Fitness Night which involves community volunteers assisting students and parents in order to make healthy lifestyle choices.
6/1/2018	6/30/2018	School leaders, Building Leadership Team and Community District Liaison will survey staff regarding the professional development implemented for parent and community engagement and involvement at Woodlawn. This data will be analyzed and shared out to make informed decisions regarding the parent engagement and involvement at Woodlawn for the 2018 - 2019 school year.
6/1/2018	6/30/2018	School leaders, teachers, and support staff will analyze the identified at-risk students' data from the 2017-2018 school year to determine the effectiveness of the school-based and community-based support systems utilized during the school year. This analysis will be shared with school staff to make informed decisions on changing and/or supplementing supports available to students and families in the upcoming school year.