

LEA Name:	Kenmore-Town of Tonawand UFSD
LEA BEDS Code:	
School Name:	Kenmore West High School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Dean R. Johnson	Title	Principal
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Website for Published Plan	http://www.kenton.k12.ny.us/domain/1953		

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		Dawn Mirand	
President, B.O.E. / Chancellor or Chancellor's Designee		Jill O'Malley	

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. Note: For schools identified as Pers
2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f*, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
3. 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.
4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
5. 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.
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
7. 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)
April 26, 2015	District Board Room	July 29, 2015	Phillip Sheridan Building
April 29, 2015	District Board Room		
May 7, 2015	District Board Room		
June 5, 2015	District Board Room		
June 26, 2015	Kenmore West High School		

Name	Title / Organization	Signature
Dean Johnson	Principal / Kenmore West High School	
Michelle Jaros	Assistant Principal / Kenmore West High school	
Christopher Ginestre	Assistant Principal / Kenmore West High school	
Anne Brown	LOTE Department Leader	
Patrick Carr	Science Department Leader	
William Conrad	Social Studies Department Leader	
Kevin Day	Technology and Business Department Leader	
Judy Flatau	School Counselor Department Leader	
Mary Beth Flatau	Special Education Department Leader	
Alissa Ganci	Mathematics Department Leader	
Nancy O'Donnell	Library and Media Department Leader	
Charles Panepinto	English Department	
Kimberly Reidell	Social Studies Department Leader	
David Rogalski	Art and Music Department Leader	
Tiffany VanDewater	English Department Leader	
Carrie Vetter	Physical Education, Health and FACS Department Leader	
Kimberly Zuccari	Special Education Department Leader	
Sam Jung	Executive President of Student Council	
Sierra Bork	First Vice President of Student Council	
Adam Pray	Second Vice President of Student Council	
Katie Licata	First Treasurer of Student Council	
Sal Glosek	Junior Treasurer of Student Council	

School Information Sheet

School Information Sheet							
Grade Configuration	9-12	Total Student Enrollment	1264	% Title I Population	1	% Attendance Rate	92%
% of Students Eligible for Free Lunch	33%	% of Students Eligible for Reduced-Price	10%	% of Limited English Proficient Students		% of Students with Disabilities	26%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	1%	% Black or African American	7%	% Hispanic or Latino	7%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	82%	% Multi-Racial	2%

School Personnel							
Years Principal Assigned to School	4	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	6
% 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	0	Average # of Teacher Absences	12

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			
Made AYP	American Indian or Alaska Native	Made AYP	Black or African American
Made AYP	Hispanic or Latino	Made AYP	Asian or Native Hawaiian/Other Pacific Islander
Made AYP	White	Made AYP	Multi-Racial
Made AYP	Students with Disabilities	Made AYP	Limited English Proficient
Made AYP	Economically Disadvantaged	Made AYP	

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

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

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
Made AYP	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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input checked="" type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | 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).

The most significant impact this year was that we increased the frequency and competency of prioritized instructional look-fors. This was accomplished by implementing a comprehensive professional development plan, conducting frequent administrative instructional scans, training teacher-led instructional scan teams, implementing teacher-led instructional scans, sharing instructional scan data with all staff to track growth and areas for targeted professional development, and providing targeted professional development.

- 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.

The 2014-2015 SCEP included the five prioritized professional development targets: Learning Targets; Higher Order Thinking Skills; Differentiated Instruction; Common Core Instructional Shifts/Learning Standards; and Positive Student and Community Relationships. One mid-course correction that we made was providing professional development on the effective use of formative assessments in order to meet the learning needs of all students. This shift allowed us to ensure that our teachers had the formative assessment data needed to properly plan instruction and differentiate instruction. We realized from our instructional scan data that this additional development was needed before we could provide professional development on differentiation.

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

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

The highlights for the 2015-2016 SCEP include the following:

KWHS administrators will conduct 35 administrative instructional scans/APPR per week. This increased presence of instructional leaders within the classroom will allow us to more closely monitor instruction and learning in the classroom and provide teacher coaching/feedback. Based on the disaggregated data shared at monthly faculty meetings, KWHS administrators will provide targeted professional development once a month to assist teachers in better understanding and using the defined look-fors. Individual professional development will also be assigned to individual teachers based on their instructional needs. KWHS administrators will lead a professional development for all teachers on September 1, 2015 on use of questioning strategies to promote higher level thinking and increase cognitive engagement. The session will be a 1.5 hour session.

KWHS administrators will lead a professional development for all teachers on September 1, 2015 on the effective use of formative assessment data to differentiate instruction to meet all student learning needs. The session will be a 1.5 hour session. KWHS administrators will devise a designed lesson plan template to include prompts for higher level thinking questions and differentiation and create a user friendly lesson plan to be used by all teachers daily to plan for effective instruction to be monitored by department chairs monthly. Teachers will use the lesson plan daily. Department chairs will collect lesson plans and inform administration about needed professional development. The information will be used to inform the monthly professional development. School counselors will advertise our social-emotional programs for students to the entire KWHS school population at least once a month through the use of a monthly newsletter so that students access programs to ensure their social and emotional well-being. KWHS IST members will establish an at-risk student identification, response, and monitoring system to be utilized by 100% of the administrators, school counselors, school psychologists, and outside agencies so KWHS has definitive procedures for students with ongoing difficulties and for recognizing positive behaviors. School Counselors, and chosen teacher leader will present to all school staff one back-to-school training, one make-up training, and at least 2 other refresher trainings on accessing, utilizing, and frequently updating Infinite Campus (Parent Portal) to communicate with families and students about academic progress so that the relationship between school and families contributes to students needs being met and students achieving the academic success required to become college and career ready. KWHS administrators will provide 2 trainings (one back-to-school and one at the start of second semester) to KWHS staff (teachers, school counselors, school nurses, and school psychologists) on the use of mail, email, text messages, and phone calls to increase parent communication and engagement to ensure families can support their child's academic achievement and social growth. The building principal will ask that 100% of teachers communicate with a minimum of 5 families per week with positive or constructive feedback.

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

Big 5 Priorities:

1. Effective use of learning targets, 2. Fully implemented higher order thinking questions, 3. Differentiated Instruction that supports all student learning needs, 4. Instruction and learning aligned to Common Core Learning Standards, and 5. Positive student and community relationships that ensure academic, social, and emotional well-being

- 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 Statement: Kenmore West High School is committed to developing knowledgeable, principled, and compassionate young adults through academic, personal, and occupational experiences in preparation for an ever-changing global landscape.

Two School Goals:

Cultivate a growth mind-set learning community; and Establish and maintain a positive school culture.

Big 5 Priorities:

1. Effective use of learning targets, 2. Fully implemented higher order thinking questions, 3. Differentiated Instruction that supports all student learning needs, 4. Instruction and learning aligned to Common Core Learning Standards, and 5. Positive student and community relationships that ensure academic, social, and emotional well-being

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

By June 2016, 100% of teachers will effectively use CCLS or CCLC instructional shifts aligned learning targets, formative assessments, differentiation and higher order thinking questioning strategies to maximize teacher instructional practices and student learning outcomes as evidenced by Algebra, Geometry, Algebra 2, Global History and Geography, Living Environment, Chemistry, Physics Regents scores and all students achieving the College & Career Readiness standard.

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

Implementation of the Big 5 Priorities will take place using the following structures: weekly administrative instructional scans to monitor instruction and learning in the classroom and provide teacher coaching/feedback, disaggregated data shared at monthly faculty meetings, disaggregated data shared at monthly school leadership team meetings, lesson plans review at monthly school leadership team meetings, and implemented targeted professional development.

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

One of our anticipated challenges include training all staff and reformatting building systems to support an administrative instructional coaching model (2 days in classroom and 3 days in office/per week). Another anticipated challenge involves balancing professional development needs with maintaining extended student learning time, limiting teacher time out of the classroom, and contractual restraints.

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

By the end of August 25, 2015, KWHS administrators will devise a designed lesson plan template to include prompts for higher level thinking questions and differentiation and create a user friendly lesson plan to be used by all teachers daily to plan for effective instruction to be monitored by department chairs monthly. Teachers will use the lesson plan daily. Department chairs will collect lesson plans and inform administration about needed professional development. By September 3, 2015 KWHS administrators will develop and share with faculty and staff a professional development calendar for the 2015-2016 school year to develop strategies that address the four areas of growth to align with unit and lesson plan development. The calendar will be one way the building goals will be shared as after each session, all teachers will be expected to use the strategies discussed in their daily lessons. Each month, a professional development piece will be developed and shared with all staff that address the 4 areas of growth as well as any areas of need identified from the administrative walk throughs. The professional development sessions will be held during our monthly scheduled time for 45 minutes. KWHS administrators will provide targeted professional development once a month to assist teachers in better understanding and using the defined look-for's. Individual professional development will also be assigned to individual teachers based on their instructional needs. KWHS administrators will lead a professional development for all teachers on September 1, 2015 on use of questioning strategies to promote higher level thinking and increase cognitive engagement. The session will be a 1.5 hour session. KWHS administrators will lead a professional development for all teachers on September 1, 2015 on the effective use of formative assessment data to differentiate instruction to meet all student learning needs. The session will be a 1.5 hour session. KWHS administrators will devise a designed lesson plan template to include prompts for higher level thinking questions and differentiation and create a user friendly lesson plan to be used by all teachers daily to plan for effective instruction to be monitored by department chairs monthly. Teachers will use the lesson plan daily. Department chairs will collect lesson plans and inform administration about needed professional development. The information will be used to inform the monthly professional development.

School Counselors, and chosen teacher leader will present to all school staff one back-to-school training, one make-up training, and at least 2 other refresher trainings on accessing, utilizing, and frequently updating Infinite Campus (Parent Portal) to communicate with families & students about academic progress so that the relationship between school and families contributes to students needs being met and students achieving the academic success required to become college and career ready. KWHS administrators will provide 2 trainings (one back-to-school and one at the start of second semester) to KWHS staff (teachers, school counselors, school nurses, and school psychologists) on the use of mail, email, text messages, and phone calls to increase parent communication and engagement to ensure families can support their child's academic achievement and social growth.

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

The following dialogue methods will be used: parent portal, shoutpoint telephone system, school newsletters, email/mail, open house/school information programs parent/teacher conferences, social media, and home school association.

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

The current SCEP will be available to the public through the following means: school/district website, school newsletters, social media, and school-sanctioned parent events/programs.

- 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.

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. 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.

www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

C. Professional Development: Present a coherent framework for professional development, 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.

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

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E. Assessment: Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State's accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

F. School Climate and Discipline: Describe the strategies the school will employ 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. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SCEP does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SCEP.)

H. 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: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

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 2015-2016 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 if the school is not receiving 1003(g) School Improvement Grant Funds) 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. HEDI Rating:	Effective
B2. HEDI Rating Source:	PLC Associates, Inc. / OEE
B3. HEDI Rating Date:	6/24/2015

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.	<p>Student learning gaps reflected in our Aspirational Performance Measure (APM) student subgroup achievement data and the recommendations from the April 2015 DTSDE District-Led Review demonstrate a need to improve instructional practices and decisions by implementing a cohesive walkthrough process with data collected and shared on a regular basis and explicit feedback. The DTSDE Official Review included the following collected evidence:</p> <p style="text-align: right;">■ 66 percent of staff said that school leaders are frequently in classes conducting walkthroughs; this is contrasted by 43 percent of the students who said school leaders walk around the school and visit classes.</p> <p style="text-align: right;">■ As a result, the APPR schedule is on track; however, consideration should be given to making certain all school leaders are actively participating in the formal and informal processes of observing, documenting and discussing the state of instructional improvements.</p>
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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.	By June 2016, all Kenmore West High School administrators will complete a weekly feedback cycle of walkthroughs, observations, and instructional scans which provide teachers with targeted feedback, assist in strategically planning professional development, and hold teachers accountable for implementation in classrooms so that high academic outcomes occur as evidenced by a 20% increase in use of all specific instructional look-for's between semester one and two (effective use of learning targets, effective use of formative assessments/checks for understanding, evidence of differentiated instruction, evidence of higher order thinking questions, and professional communications and relationships).
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Administrator & Teacher Instructional Scan Reports APPR Observation & Walkthrough Data
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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.
1-Aug-15	15-Aug-15	The KWHS administrators will create an instructional scan calendar for all administrators to follow on a weekly basis so that all classrooms, core and non-core, are provided feedback regularly and consistently to improve student achievement.
14-Sep-15	13-Jun-16	All KWHS administrators will utilize an electronic instructional scan template aligned to the 14-15 Focus Review Recommendations when conducting scans all to ensure data is collected in a consistent, accurate, timely manner that is user-friendly format for all constituents.
14-Sep-15	13-Jun-16	Guided by an instructional scan calendar, KWHS administrators will conduct a minimum of 35 administrative scans per week/7 per day.
1-Oct-15	1-Jun-16	Department Leaders will collect 5 lesson plans per month on a teacher rotation schedule to inform the school leadership team of professional development needs to ensure classroom instruction is aligned to the instructional classroom look-for's and CCLS.
1-Sep-15	30-Sep-15	By the end of September 2015, administrators will provide professional development for the entire faculty to articulate expectations for and ensure complete understanding of defined look-for's.
8-Sep-15	31-May-16	Guided by an APPR calendar that will be developed no later than July 31, 2015, administrators will conduct a minimum of 10 formal observations/walkthroughs for all teachers to determine the extent to which each teacher is effectively using defined look-for's.
1-Oct-15	1-Nov-15	By November 1, 2015, KWHS administrators will develop and train teacher scan teams using a learning walk protocol focused around the school-wide instructional look-for's.

1-Nov-15	31-May-16	Teacher-led instructional scan teams will conduct instructional scans monthly to provide feedback to teachers during the 2015-16 school year.
1-Dec-15	1-Jun-16	The KWHS administrators will disaggregate data from the administrative and teacher scans and share the results at each monthly faculty meeting to inform professional development and increased use of look-for's during classroom instruction.
1-Nov-15	31-May-16	Based on the disaggregated data shared at monthly faculty meetings, KWHS administrators will provide targeted professional development once a month to assist teachers in better understanding and using the defined look-fors. Individual professional development will also be assigned to individual teachers based on their instructional needs.

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. HEDI Rating:	Developing
B2. HEDI Rating Source:	PLC Associates Inc./OEE
B3. HEDI Rating Date:	6/24/2015

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.	<p>Student learning gaps reflected in our Aspirational Performance Measure (APM) student subgroup achievement data and recommendations from the April 2015 DTSDE District-Led Review demonstrate a need for improved instructional practices increasing teacher proficiency with effective use of learning targets, questioning strategies, use of formative assessments to differentiate instruction, and 60%/40% student/teacher talk time. The April 2015 DTSDE District-Led Review include the following data points:</p> <ul style="list-style-type: none"> ■ In 51% of classrooms visited, it was not clearly evident that learning targets were fully unpacked ■ In 50% of classrooms visited, it was not clearly evident that higher order thinking questions were used ■ In 72% of the classrooms visited, it was not clearly evident that instruction was differentiated/met the learning needs of all students ■ In 38% of the classrooms visited, teachers were talking more than the 60%/40% student/teacher ratio
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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.	By June 2016, 100% of teachers will effectively use CCLS or CCLS instructional shifts aligned learning targets, formative assessments, differentiation and higher order thinking questioning strategies to maximize teacher instructional practices and student -learning outcomes as evidenced by Algebra, Geometry, Algebra 2, Global History and Geography, Living Environment, Chemistry, Physics Regents scores and all students achieving the College & Career Readiness standard.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<p>Teacher Attendance at Professional Development Administrator & Teacher Instructional Scan Reports APPR Observation & Walkthrough Data Student Performance on June Regents Exams</p>

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.
7-Jul-15	25-Aug-15	By the end of August 25, 2015, KWHS administrators will devise a designed lesson plan template to include prompts for higher level thinking questions and differentiation and create a user friendly lesson plan to be used by all teachers daily to plan for effective instruction to be monitored by department chairs monthly. Teachers will use the lesson plan daily. Department chairs will collect lesson plans and inform administration about needed professional development. The information will be used to inform the monthly professional development.
7-Jul-15	3-Sep-15	By September 3, 2015 KWHS administrators will develop and share with faculty and staff a professional development calendar for the 2015-2016 school year to develop strategies that address the four areas of growth to align with unit and lesson plan development. The calendar will be one way the building goals will be shared as after each session, all teachers will be expected to use the strategies discussed in their daily lessons. Each month, a professional development piece will be developed and shared with all staff that address the 4 areas of growth as well as any areas of need identified from the administrative walk throughs. The professional development sessions will be held during our monthly scheduled time for 45 minutes.

8-Sep-15	30-May-16	Monthly, KWHS administrators will complete an instructional scan feedback cycle (walkthrough/instructional scan, feedback, walkthrough/instructional scan, feedback, observation, feedback/walkthrough/instructional scan, feedback, collection and review of data from artifacts, dissemination to staff and development and implementation of professional development to address gaps identified), to prescribe specific professional development for teachers identified through walkthrough data who were not demonstrating evidence of our 4 areas of growth in their units and lesson plans.
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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 high levels of engagement, thinking and achievement.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	PLC Associates Inc./OEE
B3. HEDI Rating Date:	June 24, 2015

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.	<p>Student learning gaps reflected in our Aspirational Performance Measure (APM) student subgroup achievement data and recommendations from the April 2015 DTSDE District-Led Review demonstrate a need to maximize instructional time to ensure that students are engaged in learning activities that require higher level cognition and research based learning activities. The April 2015 DTSDE District-Led Review include the following data points:</p> <ul style="list-style-type: none"> ■ 96 percent of staff indicated that teachers use a variety of strategies to meet learner's needs during critical input. ■ Close to 90 percent of the respondents said that they intentionally prepare CCLS-aligned lessons. ■ In contrast with the SV, student scores were much lower; 51 percent of the students indicated that they agree that teachers present information in a way that creates understanding and 46 percent of students said that teachers explain things in different ways. ■ As the review team visited classrooms, close to 70 percent of the classes were using continual checks for understanding/formative assessments (e.g. quick write, thumbs up, fist to five, pair/share) and over half of the time (55 percent), teachers were following up with actionable feedback. ■ The students in the student focus group (SFG) said: "...teachers are more engaging this year, they are offering more help in class and ask us to stay after more often, after school."
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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.	By May, 2016, 100% of teachers will write lesson plans that include teaching strategies that include data driven differentiation and groupings and higher order thinking questions and implement lesson plan with fidelity. By June 2016, 100% of KWHS teachers will consistently write lessons and use evidence based protocols, instructional strategies, and formative assessments to differentiate instruction and ensure high levels of student engagement in rigorous learning tasks as evidenced by a 10% monthly increase in the effective use of identified instructional look-fors in classroom practice as gathered from daily administrator classroom walkthrough data.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<p>Student Truancy Rate Teacher Average Daily Attendance Rate Administrator & Teacher Instructional Scan Reports APPR Observation & Walkthrough Data Common Formative Assessments Data Triangle (Student Voice and School Performance Scan Checkpoints)</p>
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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.
1-Sep-15	1-Sep-15	KWHS administrators will lead a professional development for all teachers on September 1, 2015 on use of questioning strategies to promote higher level thinking and increase cognitive engagement. The session will be a 1.5 hour session.
1-Sep-15	1-Sep-15	KWHS administrators will lead a professional development for all teachers on September 1, 2015 on the effective use of formative assessment data to differentiate instruction to meet all student learning needs. The session will be a 1.5 hour session.
2-Sep-15	2-Sep-15	KWHS administrators will lead a professional development for all teachers on September 2, 2015 in writing lesson plans aligned to the revised lesson plan template. The session will be a two hour session.

8-Sep-15	15-Jun-16	KWHS Teachers will implement lesson plans that incorporate the strategies learned in the professional development.
1-Sep-15	30-Jun-16	Department leaders will collect 5 teacher lesson plans per month for use at monthly department meetings to review evidence of instructional strategies identified in professional development training during faculty meetings.
15-Nov-15	30-May-16	KWHS administrators will review lesson plans on designated instructional scan dates (according to the instructional scan calendar) to ensure that instructional look-for's are addressed in the plan to inform the professional development for the following month.

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. HEDI Rating:	Developing
B2. HEDI Rating Source:	SED Integrated Intervention Team Review
B3. HEDI Rating Date:	13-May-15

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 ensure the school provides a safe and respectful environment that is conducive to learning for all students, a primary need is for a school-wide character education/behavior intervention plan which is utilized by all staff with fidelity to identify, support, and monitor at-risk students socially, emotionally, and behaviorally. Although our school leader communicates KWHS's vision and behavior expectations to both staff and students, only 55% of staff and 41% of students agree with the statement "student behavior does not interfere with instruction" and 42% of students agree with the statement "most students in our school follow the school rules." However, 73% of students indicated that "our school has clear rules," but all students are not following them. Plus, not all staff and students buy into the PBIS system using West Best tickets as incentives; therefore, it's not utilized consistently. There is also no way of monitoring the effectiveness of the PBIS program. Furthermore, the PBIS program does not address character education which the students in our community need. This lack of character education is evidenced by 52% of students agreeing with the statement, "our school deals effectively with bullying." For our students, 20% were assets, 60% were emerging and 20% were possible risk.
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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.	By June 2016, 100% of KWHS staff, in collaboration with outside agencies, will implement a strategic and adaptive system to identify, respond, and sustain the social emotional developmental health and academic success of all students and use quarterly data from multiple sources to monitor at risk students. This will result in a 5% increase in overall student attendance rates, a 5% decrease in the student drop out rate, and a 5% decrease in the number of annual discipline referrals. These increases will ensure that students will be better prepared for their lives outside of high school and be college or career ready.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Drop-Out Rate Student Credit Accruals (HS Students) Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Student Truancy Rate

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.
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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. HEDI Rating:	Developing
B2. HEDI Rating Source:	SED Integrated Intervention Team Review
B3. HEDI Rating Date:	13-May-14

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 ensure regular communication between school and families so that both parties share in the responsibility of student academic success and social-emotional well-being, a primary need is for all educators to utilize a comprehensive communication system with students and families using multiple medias. This school-wide, up-to-date, 21st century communication plan would communicate graduation requirements, college and career opportunities, achievement data, attendance data, behavioral data, and tips and tools for families to support learning at home. Although KWHS uses communication modalities such as Shoutpoint, and Parent Portal, these tools are not used strategically, highly developed, or targeted. During the focus review, parents reported inconsistent use and understanding of Parent Portal. Shoutpoint is mainly used to inform families about school events or clubs but is not utilized by specific departments or teachers to fully inform parents and engage parents in support student achievement. Based on the student survey, 80% were emerging strengths for Tenet 6. One statement, "my teachers provide information to my family," was very concerning as only 49% of students agreed with this statement. "My family is actively involved in my education" received 64% agreeance. Based on the staff survey, 40% of statements received a label of "emerging strength" and 0% were labled "possible risks." Statements such as, "as a school, we are effective in maintaining the home connections," "we actively engage families in conversations around students' needs/progress," and "our quality/frequency of communication with families is sufficient" all received a score above 75% staff agreeing with these statements. Parents, however, believed 30% were a possible risk - with only 26% believing that "teachers contact me only at times of concern."
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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.	By June 2016, KWHS staff will utilize a range of technologies and establish forms of communication methods with families that will result in improving student academic achievement and attendance as evidenced by a 5% increase in overall student attendance rates and all students achieving the College & Career Readiness standard as evidenced by quarterly attendance and reports from attendance deans and NYS regents exam results.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> Student Average Daily Attendance Student Truancy Rate Student Performance on January Regents Exams Parent Attendance at Workshops Parent Participation in District/School Surveys Student Performance on June Regents Exams Infinite Campus Parent Portal Access

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.
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