

LEA Name:	Kenmore-Town of Tonawanda UFSD
LEA BEDS Code:	14-26-01-03-0025
School Name:	Kenmore East High School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

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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		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.
8. If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f, the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) 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.

School Information Sheet

School Information Sheet							
Grade Configuration	9-12	Total Student Enrollment	929	% Title I Population	-	% Attendance Rate	94%
% of Students Eligible for Free Lunch	17%	% of Students Eligible for Reduced-Price	19%	% of Limited English Proficient	2%	% of Students with Disabilities	22%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.50%	% Black or African American	6%	% Hispanic or Latino	2.40%	% Asian, Native Hawaiian / Other Pacific Islander	1.70%	% White	87%	% Multi-Racial	1.80%

School Personnel							
Years Principal Assigned to School	6	# of Assistant Principals	2	# of Deans	2	# of Counselors / Social Workers	4/0
% 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	2	Average # of Teacher Absences	11

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	x	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)					
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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		

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
Did Not Make AYP	White	Made AYP	Multi-Racial
Made AYP	Students with Disabilities	Made AYP	Limited English Proficient
Made AYP	Economically Disadvantaged		

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		

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").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

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

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

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

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

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

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

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

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

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

- Tenet 1: District Leadership and Capacity

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

In reflecting on the PREVIOUS YEAR'S PLAN:

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

The most positive impact from the previous year's plan is as follows: the implementation of PBIS (Bulldog Pride). The behavioral intervention system has increased positive behaviors at school, while discipline referrals have decreased by 5% this year. Student participation in extracurricular activities has increased by 6%, and there is increased student and faculty attendance at school events. Also, administrative and teacher learning walks have debuted over the past school year.

- 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.

Instructional staff were mandated to post, unpack and implement learning targets into their daily instruction. Administrators continuously assessed the implementation of learning target expectations as well as provided professional feedback and development as needed. Teacher-led learning walks were initiated throughout the year to acclimate teachers to the process of instructional scans.

In developing the CURRENT YEAR'S plan:

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

One of Kenmore East's highlights is the dramatic increase in the number and frequency of time spent in classrooms by administrators. This time will be spent giving feedback on instructional strategies in a non-evaluative format, centered around student growth and engagement.

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

One of the primary needs at Kenmore East is the improvement of mastery scores, as earned on Regents exams. Over the past year, Kenmore East fell from 37% mastery down to 35% in the overall June administration. It is believed that there needs to be a more targeted approach to the development of Higher Order Thinking Skills, and accordingly, there are a few initiatives to be implemented over the next school year. There is a need for a greater administrative "coaching" presence in the classrooms, according to the district-led state review from 2014-2015. There is also a need to reevaluate the co-teaching model at Kenmore East, and to introduce more inter-disciplinary units of study.

- 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 Kenmore East mission statement is as follows: "Kenmore East High School is dedicated to creating a learning environment which challenges each student to become a self-directed, knowledgeable thinker who is a caring, principled and well-rounded member of our global culture. Through diverse academic and social programs, we will inspire students to be lifelong learners driven to achieve their highest potential." It is evident in this plan that several key phrases will be addressed; "self-directed" is a major component of the 2015-2016 SCEP, as students will be required to take a more active role in their individual learning plans. In offering "diverse academic and social programs" the hope is that perceptual assets increase through the student responses in the Student Voice Survey. Furthermore, it is the most sincere hope of the school administration that the mission statement will lead to increased student achievement.

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

Our overall student achievement targets are as follows: 3% increase in attendance and graduation rates, and 85% of all students meeting grade level expectations. Our subgroup targets are to achieve the College & Career Readiness Standard for all students.

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

Implementation of the guiding principles will be delivered to all staff through faculty meetings, Professional Development Plan, Learning Teams, the building leadership team, and school leaders.

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

Our anticipated barriers are: 1) Student apathy and the social and emotional needs of our students; 2) Scheduling common planning time; 3) Lack of community engagement.

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

Professional Development provided to teachers will be delivered in the following forms: 1) Professional Development meetings; 2) Conference Days; 3) Faculty Meetings; 4) Learning Team Book Study; 5) Teacher-led learning walks.

- 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: 1) Parent Portal; 2) Family Newsletters; 3) Email; 4) Parent/Teacher Conferences; 5) Social Media; 6) Open House; 7) The School Sign; 8) Senior Night; 9) Getting into College Night.

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

There will be a link on our school website and on our district Facebook account for the public to view the SCEP. Furthermore, we will share the plan at the first PTSA meeting of the year.

- 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.

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

<u>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.</u>	As measured by composite monthly walk-through data, student perceptual data surveys, staff perceptual data surveys and student achievement data, there are gaps in student achievement at Kenmore East High School, in particular in mastery graduation rates and Aspirational Performance Measure (APM). There is also perceptual data from the student body that there is a lack of diversity in teaching methods. For example, 33.1% of the students report that teachers keep their classes engaging and interesting, and 46% report: My teachers explain things in different ways so that all students learn. Furthermore, there is perceptual data from the staff that one of the main reasons for gaps in student success is that many students do not value or complete homework.
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<u>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.</u>	By September 1, 2015 a calendar of professional development will be created based on the needs assessment from 2014-2015. 100% of the staff will participate in the monthly trainings, which will be based on the ten priorities of the building. Teachers will understand district and building expectations and use strategies in their classrooms. Practices will be shared at monthly faculty meetings. (These will be featured at the monthly faculty meetings at one priority item per month). By October 1, administration will implement Homework Hall, from 3:00 -3:30 on Mondays - Thursdays, to address the academic
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	Teachers Rated as "Effective" and "Highly Effective" Administrator & Teacher Instructional Scan Reports Student Voices Survey Results

<u>E1. Start Date: Identify the projected start date for each</u>	<u>E2. End Date: Identify the projected end date for each activity.</u>	<u>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.</u>
8/23/2015	8/23/2015	At the Leadership Retreat, the administrative team, with the department chairs, will create a calendar for professional development based on the needs assessment of 2014-2015.
9/2/2015	9/2/2015	At the opening day faculty meeting, administration will communicate the ten priorities of the building to the entire staff, and will provide professional development to articulate expectations for the building's yearly targets/priorities.
8/25/2015	8/25/2015	The KE Leadership team will create a walkthrough system 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.
9/10/2015	6/1/2016	Administrators will each conduct walk-throughs for 1/3 of the teaching staff 9-10 times per year, broken down by quarter, as per the feedback from the School review. Feedback will be given within 48 hours. The principal will spend two days per week in classrooms, and the assistant principals will spend one day per week each in classrooms, conducting coaching sessions and

9/1/2015	9/1/2015	All KE administrators will utilize an electronic walkthrough template provided by the district aligned to the 14-15 Focus Review findings when conducting walkthroughs on all staff on a weekly basis so that data collection is fast, consistent, and aligned to the previous year's Focus Review results.
8/1/2015	1/1/2016	The building administrative team will work with the district administration to provide training to emphasize effective co-teaching models. In conjunction with this training, the building will work to create a master schedule that allows for common planning time among all co-teaching teams. Building level administrators will meet quarterly with co-teaching teams to analyze practices.
9/2/2015	6/30/2016	Administrators, counselors, and teachers will monitor student achievement via Tableau on a monthly basis, and the counselors will set up and monitor student learning plans in Naviance/Infinite Campus twice per year.
10/1/2015	6/1/2016	Administration will implement homework hall. Students who are not completing homework will be assigned to Homework Hall after school from Monday to Thursday, where success will be monitored by a moderator, as well as classroom teachers.

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
B3. HEDI Rating Date:	6/24/2015

<u>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.</u>	As measured by composite monthly walk-through data, student perceptual data surveys, staff perceptual data surveys and student achievement data, there are gaps in student achievement at Kenmore East High School, in particular in mastery graduation rates and Aspirational Performance Measure (APM). There is also perceptual data from the student body that there is a lack of diversity in teaching methods, as evidenced by the Student Voice Survey. There is a need to create student-centered, engaging lessons to be used in the classroom. There is also a need to more deliberately incorporate H.O.T.S. into the lesson plan template, per the district-led school review. According to the school's Final Report from 2014-2015, there is a need to reformat the lesson plan template so that a uniform approach to planning lessons is used building-wide, and there is a need for interdisciplinary units.
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<u>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.</u>	By January 1, 2016, 100% of the teaching staff at Kenmore East will use literacy techniques with an emphasis on H.O.T.S. in the classroom as evidenced by weekly Administrative walkthroughs and Quarterly teacher-led walkthroughs, with the goal of achieving the College & Career Readiness standard for all students.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	Student Growth Percentile for Low-Income Students Student Performance on January Regents Exams Common Formative Assessment Data Administrator & Teacher Instructional Scan Reports

<u>E1. Start Date:</u> Identify the projected start date for each	<u>E2. End Date:</u> Identify the projected end date for each activity.	<u>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.</u>
8/21/2015	8/21/2015	In August 2015, school leaders will revisit the current school lesson plan format with the department chairs, ensuring alignment with the Tri-state rubric with specific, overt language addressing Higher Order Thinking Skills and Differentiated Instruction. In September 2015, the revised lesson plan will be shared by Administration with the teaching staff. Beginning September 1, all teachers will use this new lesson plan format to guide their instruction throughout the year.
9/1/2015	6/1/2016	One time per month, the Learning Teams, comprised of teachers in the building, will assemble to support the literacy initiative by identifying methods that they can utilize in their classrooms. They will be studying the book Leaders of their Own Learning. Administrators and Learning Team Members will perform walk throughs once per quarter to look for evidence of literacy in the classroom.

9/1/2015	6/1/2016	Instructors will continue to use multiple data sources (including information gleaned from Tableau, exam scores, quarterly and 5-week grades) to guide instruction. Strategies to promote increased student achievement will be developed and shared at monthly
9/1/2015	6/1/2016	In September 2015, school leaders will encourage teachers to plan and implement interdisciplinary/cross curricular units. Teachers will showcase interdisciplinary lessons at staff meetings throughout the year.

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

<u>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.</u>	As reflected in student perceptual data, and student achievement data, as well as recommendations from the April 2015 DTSDE District-Led Review, there is a need to maximize instructional time to ensure that students are engaged in learning activities that require more higher-order thinking skills, and prepare them properly for the rigors of state assessments. Mastery rates at Kenmore East have dropped by 2% on Regents exams over the past year, from 37% to 35% in June. Student Survey Data indicates the following risks: Classes are interesting and keep my attention (31.5%); In class, we often work with partners, or in groups (43.2%); Teachers provide time for students to discuss topics and learn from each other (45.4%). Student assessments will be based on the CC, IB, or AP curricula and decisions will be based on results drawn from assessment data. There is also a need for ongoing, internal staff development, specifically teacher-led learning walks.
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<u>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.</u>	By June 2016, 100% of Kenmore East High School teachers will consistently 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.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	Student Credit Accruals (HS Students) Student Performance on January Regents Exams Teachers Rated as "Effective" and "Highly Effective"

<u>E1. Start Date: Identify the projected start date for each</u>	<u>E2. End Date: Identify the projected end date for each activity.</u>	<u>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.</u>
9/8/2015	6/25/2016	For each lesson, 100% of teachers will write, post, and unpack CCLS-aligned and rigorous learning targets for all students so that instructional practices are systematic, explicit, and sequentially planned.
10/1/2015	6/1/2016	Through the learning walks and feedback process, administration will train teachers to be coaches. The best practices will be shared at faculty meetings.
9/8/2015	6/1/2016	100% of teachers and counselors will include the students in their learning plans through the use of tools such as student journals and checklists. School counselors will implement classroom programming which includes Infinite Campus Multi-Year Academic Plan, and Naviance Career and College Readiness tools (Career Cluster Finder, Career Interest Inventory, College Search Engine, Resume Builder).

9/8/2015	6/1/2016	100% of teachers will utilize teacher-selected formative assessments routinely with all students so that both students and teachers are informed of instructional progress in real-time and so that instructional adaptations and differentiation can be made quickly and frequently.
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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:		PLC Associates
B3. HEDI Rating Date:		6/24/2015
<u>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.</u>		According to the Student Voice Survey, 48.3% of Kenmore East students have reported that they feel that student behavior does not interfere with instruction during class time, and 47.1% of students agree that students follow school rules. Based on this perceptual data, there is a need to foster an environment that exhibits respect for all students, and a positive appraisal of school culture as a whole. There is a need to ensure the school provides a safe and respectful environment that is conducive to learning for all students; a primary need is to continue Bulldog Pride (PBIS), a school-wide character education/behavior intervention plan that is utilized by all staff with fidelity to identify, support, and monitor at-risk students socially, emotionally, and behaviorally.
<u>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.</u>		By June 2016, 80% of the staff and students will report a positive appraisal of the school climate and sense of being a part of a welcoming environment, as evidenced by the Student Voice Survey and focus group summary resulting in an improved student experience and increased graduation rate among all student groups.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>		Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Discipline Referrals Student Focus Group Summary
<u>E1. Start Date: Identify the projected start date for each</u>	<u>E2. End Date: Identify the projected end date for each activity.</u>	<u>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.</u>
9/1/2015	6/1/2016	The school leader with the Connection Crew advisors will lead the Connection Group to redesign and expand activities throughout the school year, with a focus on acceptance, diversity, and tolerance. Monthly meetings with the Connection Crew will be planned during the school day on a rotating class period schedule month to month. The Connection Crew will plan events that will help to help promote social and academic growth throughout the year. Evidence of the success will be evaluated by the Student Voices Survey that will be administered twice during the school year.

9/1/2015	1/1/2016	The school leader will work cooperatively with district administration to explore the option of transitioning from the Connection Crew to the nationally developed Linked Crew program. Linked Crew is a proven structured high school transition program that has shown success for over 19 years, with a focus on a systemic positive impact on student development.
8/25/2015	1/1/2016	The director of clubs and activities will redesign Student Congress to assume a role of more visible and meaningful governance in the daily operations of the school. Administration will establish a calendar of events and the Connection Crew will work in unison with the Student Congress to implement programs that educate students on acceptance, diversity, and tolerance. Leaders from a cross section of the school community will meet with Student Congress advisors monthly on a rotating class period schedule month to month. Student Congress will address the needs of increasing school spirit, school unity and community service initiatives.
9/1/2015	6/25/2016	The school leader along with the Bulldog Pride (PBIS) committee will continue to develop the school's PBIS program and make adjustments according to dynamic needs based on student, staff and parent voice survey perceptual data. PBIS committee members will meet monthly after school to refine the program and monitor its successes and progress. School faculty will implement strategies developed by the PBIS committee in order to reinforce positive and appropriate student behavior resulting in improvement in overall student experience.
9/1/2015	6/1/2016	Kenmore East will continue to work with the Staff Development Advisory Board to promote a wide array of offerings of courses for faculty and staff that address social and emotional issues prevalent in the growing at-risk student population.
10/1/2015	5/1/2016	The leadership team will develop a set of guided questions, to be discussed in small group settings in classes on the three LASW days that focus on the key indicators of the DTSDE survey. The results of the student-led discussions will be summarized in a modified survey that addresses the desired indicators, to be developed by the leadership team. The school administration will facilitate and gather targeted feedback on statements of practice that were viewed as liabilities in the Student Voice Survey (38. Our school deals effectively with bullying (49.1%); 43. Student behavior does not interfere with instruction during class time (48.3%); 44. Most students in our school follow the school rules (47.1%); 36. My teachers care about me (55.1%); 39. I feel welcomed and part of my school (58.7%).

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:	PLC Associates
B3. HEDI Rating Date:	6/24/2015

<u>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</u>	As indicated by both the Student Voice Survey and the parent/community survey, there is a need for Kenmore East to be more accessible with contact being more frequent, especially with positive news, and actionable outcomes. There is a need for more community outreach. For example, there were only 63 participants in the Community Voice Survey. 40% of families feel that teachers reach out to families; 55.3% of families feel that "our school has programs for families that can help our children at home."
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<u>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.</u>	By June 2016, Kenmore East High School 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 3% increase in overall student attendance rates, 5% decrease in course failure rate, and a 5% increase in the number of students meeting grade-level credit expectations as evidenced by quarterly reports collected by our school leaders, counseling department and the school leadership team.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	Student Average Daily Attendance Student Drop-Out Rate Student Credit Accruals (HS Students)

<u>E1. Start Date:</u> Identify the projected start date for each	<u>E2. End Date:</u> Identify the projected end date for each activity.	<u>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.</u>
9/1/2015	9/3/2015	At the September opening day meeting, faculty representatives will train the entire staff on communication systems for parent/student communication. This will include the use of the Parent Portal for Infinite Campus, as well as innovative text-based communication systems (i.e. Remind 101 and other such communication systems).
10/1/2015	5/1/2016	The PTSA will host two teacher appreciation luncheons throughout the year.
9/15/2015	6/1/2016	At Open House (September 2016) the counseling department will promote the use of Naviance as well as the Parent Portal as informational tools on student learning plans and achievement for students and parents. We will continue to monitor this throughout the year.
9/1/2015	6/23/2016	The building principal will ask that 100% of teachers communicate with a minimum of 5 families per week with positive or constructive feedback.

9/1/2015	6/23/2016	Building administrators, the Library Media Specialist, and department leaders will provide at least 3 trainings to all Kenmore East staff so that they utilize various 21st century technologies such as Twitter, YouTube, 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.
10/2/2015	6/23/2016	School counselors, school nurses, teachers and the school resource officer will notify families two times a month (end of 2nd and 4th week) via phone and/or email regarding poor student attendance so that families are aware of attendance issues early on and often, allowing possible early interventions.
9/1/2015	9/30/2015	School administrators will investigate the feasibility of tracking interventions through the use of the student management system, Tableau.