

LEA Name: Kenmore-Town of Tonawanda UFSD School Name: Kenmore East High School


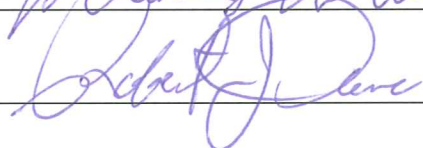
2013-14
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	Kenmore East High School	CONTACT NAME	Patrick Heyden
PHONE	(716) 874-8402	E-MAIL	PHeyden@kenton.k12.ny.us
Website Link for Published Plan	http://www.kenton.k12.ny.us/Domain/254		

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 district's approved plan require the prior approval of the commissioner.

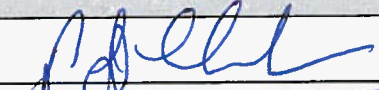

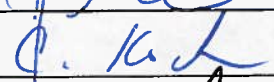

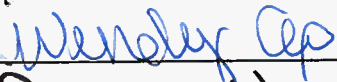



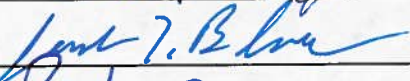


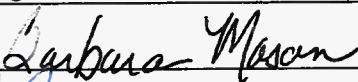
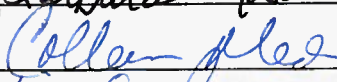
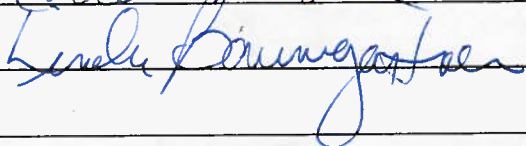
POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Mark Mondanaro		<u>9 / 30 / 2013</u>
PRESIDENT, B.O.E.	Robert Dana		<u>9 / 30 / 2013</u>

LEA Name: _____ School Name: _____

SCHOOL LEADERSHIP TEAM:

Each LEA should have a single School Leadership Team (SLT) and a single school comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your school improvement initiatives, such as community organizations or institutes of higher education, should be included. By signing below stakeholders acknowledge that they have actively participated in the development and revision of the SCEP. Signature of this acknowledgment does not constitute endorsement of the plan or each of its components.

Instructions: List of stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings.

Name	Title	Signature
Patrick Heyden	Principal	
Joseph Greco	Assistant Principal	
Christine Koch	Assistant Principal	
Richard Scaduto	Art/Music Department Leader	
Wendy Cox	Business/Technology Department Leader	
Nikki Hanagan	English Department Leader	
John Vogt	Counseling Department Leader	
Eileen Sauret	L.O.T.E. Department Leader	
Jack Blanch	Math Department Leader	
Robert O'Connor	Science Department Leader	
Christopher Knab	Social Studies Department Leader	
Barbara Mason	Special Education Department Leader	
Colleen Medvin	Parent Representative	
Linda Baumgartner	Parent Representative	

Meeting Date(s)	Location(s)	Agenda attached?	Supporting documents included?
7/23/13	Administration Building	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
7/29/13	Kenmore East – Office Conference Room	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
8/5/13	Kenmore West- Library Media Center	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
8/13/13	Kenmore East – Office Conference Room	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
8/15/13	Kenmore East – Office Conference Room	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
8/20/13	Administration Building Room 204	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	Kenmore East – Office Conference		

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8/26/13	Room	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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School Information Sheet												
Grade Configuration		9-12	Total Enrollment:		985	% Title 1 Population	-	% Attendance Rate		94.41%		
% Free Lunch	22%	% Reduced Lunch	8.4%	% Student Sustainability	99%	% Limited English Proficient	2%	% Students with Disabilities		18.68%		
Racial/Ethnic Origin												
% American Indian or Alaska Native	1%	% Black or African American	4.6%	% Hispanic or Latino	2.7%	% Asian or Native Hawaiian /Other Pacific Islander	1.2%	% White	8.73%	% Multi-Racial	1%	
Personnel												
Years Principal Assigned to School		5	# of Assistant Principals		2	# of Deans	5	# of Counselors / Social Workers		4.5		
% of Teachers with No Valid Teaching Certificate		0%	% Teaching Out of Certification		0%	% Teaching with Fewer Than 3 Yrs. of Exp.		1%	Average Teacher Absences			
Overall State Accountability Status (Mark applicable box with an X)												
Priority School		Focus School Identified by a Focus District	X	Reason for Identification		SIG Recipient (a)						
ELA Performance at levels 3 & 4	94%	Mathematics Performance at levels 3 & 4	64%	Science Performance at levels 3 & 4	84%	4 Year Graduation Rate (HS Only)		88%				
Credit Accumulation (High School Only)												
% of 1 st yr. students who earned 10+ credits	-	% of 2 nd yr. students who earned 10+ credits	86%	% of 3 rd yr. students who earned 10+ credits	92%	6 Year Graduation Rate		88%				

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
(Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

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

SCEP Overview

Reflecting upon the 2012-2013 plan:

Upon learning of the designation of the Kenmore-Town of Tonawanda Union Free School District as an identified focus district, the Assistant Superintendent of Curriculum and Instruction held organizational meetings with the principals of the two high schools in the district to communicate the reasons for this designation, present appropriate data, and strategize and outline the appropriate steps for the creation of both the DCIP and the SCEPs for each school.

For the Kenmore East SCEP, a team was formed, following the requirements of Shared Decision Making (CR 100.11). As the chief facilitator of these meetings, the principal provided a rationale for the designation to the entire faculty and staff on the school's opening day, communicated that he would be seeking volunteers for the school's team, and presented the six tenets and global data sets regarding the designation. He followed through with a similar presentation at the school's first PTSA meeting, and he solicited volunteers from this organization as well. He created an agenda for the first meeting that accomplished the following:

1. A global presentation of the designation as a focus school.
2. An in-depth presentation of the data that led to the designation, without using any student names.
3. A more in-depth explanation of each of the six tenets
4. An introduction to the self-assessment tool and the comprehensive school rubric, showcasing each of the six tenets.
5. An identification of the sub-teams based on the tenets.

Each sub-team was responsible for working on their designated tenet, and each team was given the task of working on a diagnostic report for the second meeting. Using the rubric and the diagnostic tool, teams were charged with finding consensus on each of the HEDI ratings for the statements of practice found in each of the individual tenets. Upon reconvening one week later, the sub-teams, consisting of blends of administrators, teachers, parents, and community members reported their findings to the entire group and invited feedback and correspondence regarding their findings. Upon this exercise, the whole group brainstormed ideas on how to: a. bolster strengths that were identified within the specific statement of practice; and b. address areas in need of improvement.

The principal explained the procedure of writing the action plans based on the statements of practice, and the attention to the diagnostic tool and the rubric, and the teams spent the next two weeks writing their plans in draft form and submitting them to the principal for refinement, who in turn presented the school's plan to the ASCI for collaborative editing.

Strengths and Weaknesses

Not surprisingly, the tenet of Family and Community Engagement was considered the one where there was much need for improvement, and the 2012-2013 plan reflects this deficiency. While this was the tenet that afforded the team the greatest opportunity for growth, there was

still a tremendous amount of attention and planning that went into the other plans, and a review of the plan in preparation for the 2013-2014 document proves that this was a very ambitious plan. As such, there were many strengths (and a few weaknesses) that were noted by the team

while creating the new plan. Among the strengths, the plan for 2012-2013 plan was a true Shared Decision endeavor, and all stakeholders reported that this building-wide focus, while initially appearing burdensome, did offer a true opportunity for growth and improvement. Furthermore, the administrative team remained very committed to implementing the majority of the activities set forth in the plan with fidelity and care. For instance, as a result of the committee's work, Kenmore East witnessed the following goals of the plan seen to fruition: communication with the district's Staff Development Center to create coursework in Higher Order Thinking Skills and Differentiated Instruction; an initiative called "Character Counts" that showcases recognition of students' altruistic accomplishments; a redefinition of the school's Instructional Support Team and its operational principles; and the creation of a Pathways Night, where students and families have the opportunity to learn about multiple and unique learning pathways to establish success beyond high school.

The weaknesses of the plan may rest in its ambitious nature. While the majority of the activities were seen through with fidelity in 2012-2013, some were delayed because of the magnitude of work established. Furthermore, as reflected in the 2013-2014 plan, at times some of the activities in the 2012-2013 plan seemed to lack a sense of reciprocity, and the majority of the work was traveling in one direction (from the school to the community). Furthermore, upon further analysis, it was determined that the 2012-2013 plan at times reflected a series of activities that were "an inch deep and a mile wide," and that it was occasionally burdensome or difficult to maintain a true sense of devotion to so many initiatives. This was compounded by the fact that 2012-2013 a year of transition for educators in terms of the introduction of SLO's and a new APPR format. Due to this, much administrative attention was refocused on a variety of other initiatives throughout the year.

In Developing the 2013-2014 Plan...

The 2013-2014 plan was once again developed using a team approach. Under the coordination and guidance of the Assistant Superintendent of Curriculum and Instruction each of the high school administrative teams met over the summer of 2013 to clarify the expectations of the new plan, and to map out initial strategies at each building. Since Kenmore West underwent a school

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review in 2012-2013, the administrative team at Kenmore East had the advantage of studying the results of its sister school, and to adjust activities according to the findings of the review from its sister school. As each of the high schools supports the same curricular coursework and graduation pathways, along with other offerings, the team at Kenmore East found it beneficial to plan according to these findings, and unlike its predecessor, the 2013-2014 plan features a great deal of collaboration between the buildings. For instance, several of the initial summer meetings involved administrators from both schools collaborating on ideas, and Kenmore East administration had the luxury of "learning the ropes" from Kenmore West. After initial planning sessions, and after a great deal of brainstorming, the schools separated and determined the best course of action to author their respective plans. There was also a great amount of collaboration with the Assistant Superintendent of Curriculum and Instruction to appropriately designate Fund Sources, School Costs, and Improvement/Parent Engagement Set Asides.

The first step was to assemble a team in accordance with the tenets of the Shared Decision Making model. The principal of the building sent out invitations to faculty and community representatives and established the summer meeting dates. In the meantime, the administrative staff at Kenmore East conducted an analysis of the 2012-2013 plan, noting ideas that were implemented fully, some that were partially followed, and others that were not. Due to time constraints, many of the ideas were formulated in draft form before the team assembled. Upon the first meeting, the principal once again took the lead and educated the committee on the action steps followed to this point, including the ongoing work at the district office in creating the DCEP, as well as the results of the student voice survey administered in the spring of 2013.

Once again, the team divided into subgroups according to a specific tenet, with each of the administrators taking the lead on two tenets apiece. At this point the draft was presented to the group, and members of the subgroups were invited to formulate their thoughts and amend the progress to this point. After two meetings, the groups each selected a lead person to flesh out activities according to the progress made in the 2012-2013 plan as well as the guiding principals of the committee. After reporting the action steps to the appropriate administrators, the plan was written in its second draft form. The plan was submitted to the Assistant Superintendent of Curriculum and Instruction for approval, and adjustments were made based upon feedback and with appropriate adjustments in the cost columns.

The plan was shared with the faculty at the opening faculty meeting, as well as with the PTSA at its first meeting of the year. Once approved, it will be posted on the school's web page, and the community will be notified of its availability through both the parent portal and through the monthly newsletter. Furthermore, the leadership team at Kenmore East will review the plan at weekly meetings, and department chairs will report the ongoing attention of the required activities to their departments at monthly meetings.

The major identified needs of the school were found by the committee as follows:

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- increased collaboration between the school and community
- professional development for the school's teaching staff on Differentiated Instruction and the implementation of Higher Order Thinking Skills
- an increased presence of the students' voices in the governance of the school
- a continued education of the students and community on the multiple pathways to graduation, and the post-secondary implications of pursuing a graduation plan for individual students.

The guiding principles of the plan can be found in the school's mission statement: *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.* At Kenmore East the basic premise that has been adopted over the past few years can be held in a saying: "Everyone counts or no one counts." This expression has been used by the building to emphasize the belief that every student who enters the doors of the school matters, and that there is an obligation on the part of the school to treat every student as if their success is the most important reason for the school's existence. The team was reminded several times throughout these planning sessions that this mantra would guide the work in principle, and it remained an integral part of the planning process for each of the activities contained in the planning document.

The strategies for implementation are dependent upon the activities found therein. For example, many of the activities that were deemed successful by the committee at Kenmore East will be replicated or continued in the new plan, while new initiatives (i.e., professional development on the "High Five" priorities) will take place according to monthly departmental meetings. In terms of barriers, the 2013-2014 plan was constructed with a sincere attention to feasibility, and there are no major concerns about accomplishing the ambitious plan as established.

The academic targets for all identified subgroups will be to show a continued increase in graduation rates, as well as a focus on the increased levels of mastery for all students, and the accrual of the minimal amount of credits to maintain a pathway towards graduation for all students. For example for the 2009 cohort subgroup of Black/African American students, the graduation rate rose to 75%, in 2013, with 9/12 students graduating. Of the the three non-graduates, two are students with severe disabilities who are on track for an extended high school stay, so if one evaluates students eligible to graduate in four years, the Black/African-American subgroup for the 2009 cohort shows a graduation rate of 90%, with 9 out of 10 students graduating. Either way, the process of authoring a SCEP has highlighted the importance of administrators and counselors in examining multiple measures of student data for accountability purposes. This has been a learning process for the administrative staff, as well as counselors.

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One area of specific focus for the 2013-2014 plan was offering targeted professional development to the teaching staff on the "High Five" priorities of the building. These five priorities were based upon a variety of sources: student feedback, information gleaned from teacher observations, feedback from the Kenmore West School Review, and teacher feedback, to name a few. The priorities are as follows: 1. Clearly Posted Objectives; 2. Differentiated Instruction; 3. Higher Order Thinking Skills; 4. Student Engagement; and 5. Lesson plans written in and lessons delivered using the CCLS. The approach is multifarious. First, on opening day, the staff was notified of a packet that the administrative team created showcasing these five priorities. Second, administrative representatives will meet with departments under their direction to continue to showcase these strategies, as well as work them into lesson planning. Furthermore, the principal of the building has solicited the director of the staff development center to hold in-house training on DI, and the literacy team is taking the lead on conducting two book studies throughout the school year (one on CCLS, and the other on H.O.T.S.) These learning team studies will not only read two works, but the members will also share specific strategies that were employed in their classrooms. Administration will take a larger lead in facilitating professional development at departmental meetings, to keep the numbers reasonable and the dialogue rich and worthwhile.

The true highlights of the SCEP can be found in this deliberate approach to staff development at the building level, as well as the inclusion of students in decisions made about the governance of the school. The administrative team has met with the Student Congress advisors, and there is a plan to include the student body in regular meetings with administration to include the student voice in major decisions about the school, thus offering students a true "place at the table."

Another specific area of focus in the 2013-2014 plan is the full implementation of Tableau, the early warning system connected to Infinite Campus. This add-on to the student management system will provide a structure for analysis of student data in a fashion that is user-friendly and immediate for administration, counselors, and other staff members. The main focus of this early warning system will be to analyze students' attendance, behavior, and credit accrual, and to target interventions in a systematic manner.

As Kenmore East has not yet had its school review, it is important to note that the HEDI ratings for each of the tenets on the 2013-2014 plan is marked as "NA" on the rubrics. However, a self-assessment for each of the tenets reveals that there are qualitative evaluations based on each of the Statements of Practice. These will be revealed in the overall action plan

Tenet 1

A. Statement of Practice Addressed		<input checked="" type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> Tenet 1 as a whole <input type="checkbox"/> NA			B. HEDI Rating:	
					<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.						
DISTRICT LEVEL ONLY						
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.						
1. DISTRICT LEVEL ONLY						
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.		I. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Kenmore East administrators will attend a district retreat that focuses on professional conversations and the A.P.P.R.		General Fund	\$324.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		August 29, 2013
1. Kenmore East administrators will complete the online Danielson recalibration training module.		General Fund	\$300.00	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA		August 29, 2013
1. Kenmore East administrators will attend and successfully complete the OASYS system training.		General Fund	\$140.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		August 29, 2013
1. Kenmore East administrators from will attend and successfully complete the negotiated Leadership Strand		General Fund	\$ 1620.00	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA		September 2013 - May 2014

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professional development activities, as prescribed by district office officials.				
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Tenet 1

A. Statement of Practice Addressed	<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input checked="" type="checkbox"/> 1.3	<input type="checkbox"/> 1.4	<input type="checkbox"/> 1.5	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA
	<input type="checkbox"/> Tenet 1 as a whole		<input type="checkbox"/> NA			

C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.

DISTRICT LEVEL ONLY

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1. DISTRICT LEVEL ONLY

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1. Principal will to hold conversations with the Director of Student Services and to finalize the details of the two Twilight programs; one that is strictly academic and the other that offers a CTE component	General Fund	\$ 216.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	May 2013
1. Director of Student Services to meet with High School counselors to review the Twilight Program and discuss the CTE and academic options	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	May 2013

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1. Director of Student Service to inform KE HS that the new program has been approved by the BOCES Board and have the school counselors begin the process of speaking with students and their families about the program	General Fund	N/C	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	May 7, 2013
1. School counselors will meet with students to ascertain the interest level of the Twilight Program (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By June 25, 2013
1. School counselors will provide a list of students to the Director of Student Services. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 1, 2013
1. School counselors will verify that the students maintain interest in attending the Twilight Program. (4 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 2013
1. Students begin attending Twilight Program	General Fund	N/C	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 4, 2013

Tenet 1

A. Statement of Practice Addressed		<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input checked="" type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> Tenet 1 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
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	will be used for the completion of each activity.	source.		
1. Working with the counselors from the high schools and middle schools, the principal will identify students who have demonstrated a propensity for PLTW coursework and schedule them accordingly to maintain academy status. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013-January 2014
1. The counselors will continue to monitor the students' learning plans to maintain candidacy for academy designations on their diplomas. (100 hours)	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	January – June 2014

Tenet 1

A. Statement of Practice Addressed		<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> 1.5 <input type="checkbox"/> Tenet 1 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
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D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. DISTRICT LEVEL ONLY					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	I. Timeline: Identify the projected timeline for each activity which is to include a start and end date.

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	the completion of each activity.			
1. Attend professional development sessions for the school counselors and administrators in Tableau system (12 hours)	General Fund	\$660.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 25, 2013
1. Tableau's EWS implementation start date for school counselors to monitor and establish interventions for students	General Fund	N/C	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 5, 2013
1. Use the portal for administrators to oversee student attendance, behavior, and course success/failure at a glance (40 hours)	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013-June 2014
1. Attend to any additional coaching/support to school counselors and administrators in EWS (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 5, 2013 May 9, 2014
1. Turnkey the components of Tableau to department chairs (6 hours)	General Fund	\$324.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November – December 2013
1. Follow through at department meetings throughout the year to continue Tableau training for staff members. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November - December 2013

Tenet 2

A. Statement of Practice Addressed		<input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. By May 1, 2014, 100 % of our administrative staff will attend professional development offered by the district and turn key information to the professional staff in the building.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Administrators will attend training offered by the district and research initiatives including HOTS, student engagement, and other strategies. (10 hours)		General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013-June 2014
1. Administrators will create a guide for teachers called High Five detailing the five priorities of professional development. (4 hours)		General Fund	\$216.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 13-15, 2013
1. Administrators will create activities for the leadership retreat centered around		General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 20, 2013

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the five building priorities (2 hours)				
1. The leadership team will monitor the effectiveness of the activities from the leadership retreat by surveying the team leaders. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 20, 2013
1. By evaluating the feedback from the leadership meeting the administrators will adjust the activities for the superintendent's conference day on opening day. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 26, 2013
1. Administrators will conduct activities with the entire staff centered around the five priorities. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2014

Tenet 2

A. Statement of Practice Addressed		<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. By January 15, 2014 administration will communicate the various pathways toward graduation to all Kenmore East students, including incoming 9 th graders, so that they can make informed decisions about their student learning plans. This initiative will involve active participation from students from advertising classes to help promote the message in a student-centered fashion.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that	G. School Cost(s): Identify the school cost associated with each fund	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.

	will be used for the completion of each activity.	source.		
1. The principal and art department chair will display student created posters throughout building to remind students of pathway options. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. The principal will invite students/parents to an informational night on student pathway options. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 15, 2013
1. The principal and counseling department representatives will present pathways at freshmen orientation. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 28, 2013
1. The leadership team will develop Pathways Night, where each of the following is represented in an opportunity for the learning community to engage in student learning plans: International Baccalaureate, Advanced Placement courses, BOCES offerings, Big Picture, and Twilight Program. (3 hours)	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 10, 2013
1. The leadership team will facilitate and host Pathways Night, where each of the following is represented in an opportunity for the learning community to engage in student learning plans: International Baccalaureate, Advanced Placement courses, BOCES offerings, Big Picture, and Twilight Program (3 hours)	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	January 15, 2014
1. The principal will develop an advertising campaign that is both visual	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013

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and verbal around the idea of multiple pathways to graduation and student learning plans. (2 hours)				
1. The principal will co-plan a visit to the Advertising and Design class that solicits student work to promote the idea of advertising multiple pathways. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013
1. The principal will visit the Advertising and Design class to solicit student art work and statements involving the pathways (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013
1. Using last year's samples, students will consume, critique, and produce their own campaigns that promote student learning plans.	General Fund	n/c	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013
1. The principal and art department chair will judge student work, and decide which campaigns to display around the school. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013
1. The principal and art department chair will display the student works around the building, as well as on the Kenmore East web page. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013

Tenet 2

A. Statement of Practice Addressed	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA
	<input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		

1. The administrative staff, working in conjunction with the counseling staff, will promote the “Strive for 85 (or Higher)” campaign using student artwork and writing samples.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. At the October counselors/administrative meeting, administration and counselors will create a writing prompt for a contest: Why Should I Strive for 85? (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 15, 2013
1. Working Through the English department, the writing prompt will be disseminated to students	General Fund	N/C	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 22, 2013
1. Secure iTunes gift cards from the book store to offer as incentives for the winning essays. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 22, 2013
1. The principal will create an announcement promoting the contest. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 22, 2013
1. The administrative team will select two essays from each grade level espousing the merits of attaining mastery. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 1, 2013
1. The winning essays will be displayed in the cafeteria and library by the principal's designee (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 15, 2013
1. During college week, the principal will invite the winning students to read their paragraphs over the announcements (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 15, 2013
1. Students will read their essays over a	General Fund	N/C		November 11 – 15, 2013

five day stretch				
1. The principal will post the winning essays on the school's web page (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 15, 2013
1. The principal will award iTunes gift cards to the winning students. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 11-15, 2013.

Tenet 2

A. Statement of Practice Addressed		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. Calibrate evaluation techniques and results by cross examining 10% of teaching staff annually to achieve inter-rater reliability in conducting appraisals.					
2. Communicate to 100% of teaching staff the High Five school priorities and target the priorities in "walk throughs" and formal observations.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Administrators will participate in an inter-rater reliability exercise twice annually.		General Fund	108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013 February 2014
2. On opening day, distribute the packet "High Five" to the teachers		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013
2. Review the five priorities at the		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013

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Superintendent's conference day.				
2. Conduct activities that center around the top 5 priorities with the staff in a one hour workshop.	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013
2. Revisit the High Five priorities in pre and post-conferences when conducting observations throughout the year.	General Fund	Part of regular responsibilities	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 1, 2013 – April 1, 2013

Tenet 3

A. Statement of Practice Addressed		<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
Ensure implementation of Common Core Learning Standards across all curricular areas.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. By November 1, 2013 administrators will provide a monthly professional calendar for the implementation of CCLS shifts in all curricular areas.					
2. By March 2014, teachers will write lesson plans and instructional strategies in all curricular areas that are aligned to Common Core Learning Standards, integrating literacy shifts across all grade levels and content areas.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Administrators will meet with ELA and Mathematics Curriculum Learning Specialists to develop a professional development calendar and action plan. (2 hours)		General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 19, 2013
1. Administrators will provide faculty with a CCLS professional development plan at the first faculty meeting. (1 hour)		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013
2. Administrators will provide		General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013

departments with a professional development plan and training for Common Core Learning Standards at General Fund summer leadership retreat. (3 hours)				
2. Department leaders will facilitate the identification of departments' areas of need as related to CCLS. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October – December 2013
2. Department leaders will turn-key train department members on CCLS implementation, both in planning and in practice. (5 hours)	General Fund	\$270.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013-January 2014
2. Department leaders will provide monthly summary reports on the fidelity of efficacy of implementation. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	January – June 2014
2. High school administrators will meet on quarterly basis to monitor progress. (4 hours)	General Fund	\$216.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 5, 2013 January 15, 2014 March 8, 2014 May 2, 2014

Tenet 3

4. Statement of Practice Addressed	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA
	<input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
Provide professional development to ensure that all staff understand and use higher order thinking questions as described in Bloom’s Taxonomy and Webb’s Depth of Knowledge.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1. By September 1, 2014 the Learning team will create a professional development calendar.		

2. By April 1, 2013 the Learning team will provide professional development on higher order thinking questions as described in Bloom's Taxonomy and Webb's Depth of Knowledge through a comprehensive book study.

3. By April 1, 2014 administrators will ensure that all teachers are writing their lesson plans using CCLS.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Administrators will meet with the department chairs and the learning team to create a professional development calendar. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 20, 2013
1. Administrators will share calendar with staff on opening day. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013
2. The building literacy facilitator will meet with the principal to plan a book study on common core learning standards and higher order thinking skills.	General Fund	\$ 108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	July 10, 2013
2. The principal and Building Literacy Facilitator (BLF) will identify two books for the book study. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	July 10, 2013
2. The principal will order the books. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	July 17, 2013
2. The BLF in conjunction with the principal will plan activities for each of the 6 chapters in the book. (8 hours)	General Fund	\$432.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 4 – 20, 2013
2. The principal will approve each of the monthly activities. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 26, 2013
2. Learning team will meet with department chairs to create a professional development action plan. (5 hours)	General Fund	\$270.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 19, 2013
2. Members of the learning team will	General Fund	\$648.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013-April 2014

share sample lesson plans in their monthly meetings. (12 hours)				
2. Department leaders will facilitate the identification of department's areas of need as related to CCLS. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August – October 2013
2. Department leaders turn-key train department members on CCLS implementation, both in planning and in practice. (6 hours)	General Fund	\$324.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September – November 2013
2. Department leaders will provide monthly summary reports on the fidelity of efficacy of implementation. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013 – May 2014
2. High school administrators will meet on quarterly basis to monitor progress. (4 hours)	General Fund	\$216.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 5, 2013 January 15, 2014 March 8, 2014 May 2, 2014
3. Administrators will review teachers' lesson plans for CCLS alignment. (65 hours)	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013-May 2014

Tenet 3

J. Statement of Practice Addressed	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input checked="" type="checkbox"/> 3.5	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA
	<input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
Create a closer connection from point of data analysis to implementation in the classroom.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1. By October 1, 2014 departments will analyze existing curricular data to identify areas of strength and target areas of need.		

2. By June 2014, departments will share best practices, based upon data analysis, during LASW days, Department Meetings, and District Staff Development days.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Math and English Department leaders will attend the data rollout hosted by the chief information officer. (16 hours)	General Fund	\$864.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 8 & 17, 2013
1. Department chairs will facilitate data discussions with departments. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	June 1, 2014
1. Departments will identify areas for improvement for this year. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 1, 2014
2. Departments will share best practices with each other. (5 hours)	General Fund	\$270.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	June 1, 2014
3. Administrators will monitor progress on a monthly basis through reports submitted and facilitation of meetings. (30 hours)	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 3, 2013 December 4, 2013 January 14, 2014 March 20, 2014 May 14, 2014

Tenet 4

A. Statement of Practice Addressed		<input checked="" type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA					
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. During the 2013-14 school year, Building Literacy Facilitators will deliver, through the use of the professional development plan and calendar, clearly defined processes and guidelines so that 100% of staff and administration can more confidently be aware of and effectively evaluate their involvement/role in building knowledge of the CCLS and the implementation of Literacy Across the Disciplines.					
2. By December 20, 2013, engage the staff of Kenmore East to process the School Performance Scan survey data, and make recommendations for collaborative work regarding areas in need of improvement.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Principal will email staff announcing BLF postings, Vision and Mission		General Fund	N/C	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	July 2013
1. Principal will Identify 2 BLF (approval by BOE for stipend) and Literacy Team members per building – stipend is to pay for their role in providing PD to all staff in buildings throughout the year		General Fund	\$ 54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	July 2013
1. BLFs will participate in district level BLF meetings		Title IIA	Part of stipend	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Per district calendar
1. BLFs and Literacy Team will participate		Title IIA	Part of BLF	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 22, 2013

in the Fall District Literacy Summit, provide PD aligned with CCLS		stipend		
1.BLFs and Literacy Team will participate in the Spring District Literacy Summit, provide PD aligned with CCLS	Title II A	Part of BLF stipend	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	March 6, 2014
1.BLFs will schedule and conduct a minimum of two (four recommended) hour-long faculty meetings regarding Literacy across the Disciplines (4 hours)	Title II A	Part of the BLF stipend	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	November 4, 2013 March 4, 2014
2.Administer the electronic School Performance survey to HS staff	General fund	N/A (part of \$7500 contract)	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/23-10/4 2014
2.Solicit representative staff members to participate in the World Café	General fund	\$200	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By October 11, 2013
2.Principal, ASCI, and OEE meet to review data and determine trends	General fund	\$300	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By October 21, 2013
2.Hold the staff World Café at Kenmore East HS	General fund	Part of district contract	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 23, 2013
2.HS principal will meet and work with faculty and staff to develop plans, strategies and structures to address the needs as identified in the surveys and World Café determinations	General fund	\$1000	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By December 20, 2013

Tenet 4

D. Statement of Practice Addressed	<input type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA
	<input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1. By October 1, 2013 administration will provide staff training on strategies for increased student engagement.		

2. By September 15, 2013 implement tri-state rubric as a measurement tool for daily instruction/lesson planning.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Administration will research qualities of a highly effective teacher on the Danielson rubric for student engagement. (4 hours)	General Fund	\$216.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August, 15, 2013
1. Administration will introduce the topic of Engagement as a part of the HIGH FIVE Initiative at the opening day meeting. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013
1. Administration will create an activity for opening day focusing on the descriptors of a level 4 for engagement. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013
1. Administration will promote engagement as a “look for” during walk-throughs and formal observations (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013
1. Administration will share feedback around the targeted “look fors” during post-observation conferences (103 hours)	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Entire 2013-2014 school year
2. At the Leadership Retreat, administration will introduce the tri-state rubric to the department chairs, and explain the expectation that lesson plans will be written using the tri-state rubric as a template. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 20, 2013
2. Administration will introduce the tri-state rubric as a template to the staff at	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013

opening day (1 hour)				
2. Administration will offer additional support using the tri-state rubric in department meetings to model expectations (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	June 10, 2014
2. Administration will look for evidence of the tri-state rubric and CCLS in observations (103 hours)	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Entire 2013-2014 school year

Tenet 4

D. Statement of Practice Addressed		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input checked="" type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. By June 1, 2014 teachers will have been trained in CCLS and have implemented the standards into their daily lessons.					
2. By March 1, 2014 administration will provide staff training on differentiated instruction.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Introduce CCLS to staff during opening day staff meeting. (1 hour)		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3 , 2013
1. Discuss the CCLS department specifics during individual department meetings. (10 hours)		General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013- June 10, 2014

1. Meet with the departments a minimum of 3 times to address group understanding and questions pertaining to CCLS implementation. (3 hours)	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 7, 2013 November 6, 2013 January 3,2014
1. Administrators will evaluate lesson plans during APPR process for CCLS content. (103 hours)	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013- June 10, 2014
1. Administrators will visit classrooms to see evidence of CCLS implementation. (100 hours)	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013- June 10, 2014
1. Administration will provide additional support/training on implementing CCLS into lesson plans during Staff development at department meetings (3 hours)	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 7, 2013 November 6, 2013 February 20, 2014
2. Administration will research professional development on differentiated instruction. (5 hours)	General Fund	\$270.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013
2. Administration will introduce the topic of DI as a part of the HIGH FIVE Initiative at the opening day meeting. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 21, 2013
2. Administration will train staff on techniques for differentiating instruction in the classroom during two monthly staff meetings. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 7, 2013 December 2, 2013
2. Administration will promote DI as a "look for" during walk-throughs and formal observations (103 hours)	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013- June 10, 2014
2. Administration will share feedback around the targeted "look fors" during post-observation conferences (103 hours)	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 3, 2013- June 10, 2014

Tenet 4

D. Statement of Practice Addressed	<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input checked="" type="checkbox"/> 4.4 <input type="checkbox"/> 4.5	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA
	<input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan		

and provide a strong rationale explaining why the need is being addressed.

D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

1. By May 1, 2014, administration will host a student café on cultural responsiveness.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Recruit diverse cross section of 30 students to participate in cultural café during school hours.(10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 30, 2013
1. Solicit and train staff volunteers to facilitate café. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November, 21, 2013
1. Host cultural café focusing on student awareness. (3 hours)	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 18, 2013
1. Organize data from café to plan educational sessions with student body. (8 hours)	General Fund	\$432.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	January 20, 2014

Tenet 5

D. Statement of Practice Addressed		<input checked="" type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. By September 4, 2013, all teachers will have participated in three hours of professional development addressing issues of cultural relevancy.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	
				J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.	
1. Principal announces to the staff via Welcome Back letter that the opening day activities will involve cultural relevancy training from the NFJC. (1 hour)		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA August 15, 2013	
1. Principal collects demographic information regarding the teachers in their buildings to be shared with NFJC as they prepare for the workshops. (2 hours)		General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA August 16, 2013	
1. Administration will determine the groups.(1 hour)		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA August, 30, 2013	
1. A three hour Professional Development workshop consisting of teachers divided into 9 groups is held at each High School and is delivered by NFJC addressing issues of cultural relevancy. (3 hours)		General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA November 1, 2013	

A. Statement of Practice Addressed		<input type="checkbox"/> 5.1 <input checked="" type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
<p>1. By October 1, 2014, the Instructional Support Team will establish a set of protocols and operating principles that are in line with the Response to Intervention model. This framework will be used as a guideline for weekly meetings and the application of student interventions.</p>					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	
1. The Assistant Principal and IST team will meet to discuss the progress made last year, which included attention to student data, student and parent involvement in the meetings, and an adherence to the RTI model (3 hours)		General Fund	\$129.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
1. The IST will examine student data from the previous school year, including summer school, to determine the students with the highest needs of IST referrals. (5 hours)		General Fund	\$215.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
1. The IST will establish protocols before conducting their first official student meeting. (1 hour)		General Fund	\$43.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
1. The IST will communicate the meeting schedule and the protocols to the staff of the building via e-mail. (1 hour)		General Fund	\$43.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

LEA Name: Kenmore-Town of Tonawanda UFSD

School Name: Kenmore East High School

1. The IST will conduct their first meeting involving students and parents, and the newly established protocols. (1 hour)	General Fund	\$43.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 27, 2013
1. The IST will continue to monitor the fidelity and efficacy of the protocols, including quarterly meetings that involve looking at student data, as well as the involvement of the students and families as a part of the team. (4 hours)	General Fund	\$172.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Quarterly

Tenet 5

D. Statement of Practice Addressed		<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input checked="" type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. By November 1, 2013, reach a faculty decision about whether or not to fully implement PBIS for the 2014-2015 school year					
2. By October 1, 2013 refine the following initiatives at Kenmore East: Character Counts, the C.L.A.S.S. Awards, and student awards assemblies.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Our PBIS Building Team will meet investigate the feasibility of PBIS implementation. Team will also create		General Fund	\$162.00	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 17, 2013

action plan of how to relay information to staff in preparation for faculty input and vote on PBIS implementation. (3 hours)				
1. PBIS Building Committee will meet with Cassie Porter (BOCES PBIS Consultant) in preparation for faculty rollout session. (2 hours)	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 23,2013
1. Conduct informational PBIS faculty rollout session. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 7, 2013
1. As a leadership team determine the viability of pursuing PBIS as a building. (1 hour)	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 21, 2013
1. Vote as a faculty on the implementation of PBIS as a building.	General Fund	Part of regular duties	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 4, 2013
2. The school will dedicate a showcase in a prominent location that advocates for student character in a variety of areas. Area will include, but not limited to: community, responsibility, respect, trust, caring, and fairness. (3 hours)	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 31, 2013
2. In conjunction with the Center on Disproportionality at NYU Metro Center, the school administration and existing Diversity Club will investigate the fidelity and efficacy of programs that were created in the 2012-2013 school year to General Fund promote understanding and positive relationships among diverse groups of students. These investigations and modifications, if needed, will take place on District LASW days. (15 hours)	General Fund	\$810.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	10/3/13, 12/3/13, 1/14/13, 3/20/14 and 5/14/14

Tenet 5

A. Statement of Practice Addressed	<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input checked="" type="checkbox"/> 5.4 <input type="checkbox"/> 5.5	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA
	<input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan		

and provide a strong rationale explaining why the need is being addressed.				
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.				
1. By December 9, 2013 Kenmore East High School will educate all the safety committee about district and school safety procedures, and invite reciprocal feedback form all constituents/stakeholders about best practices to preserve a safe learning environment.				
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Administration will continue to maintain membership of the Kenmore East Safety Committee include at least two parent and two students. (10 hours)	General Fund	\$430.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 6, 2013-June 21, 2014.
1. At the principal's council, administration will present the PLC student voice survey data to the students, and engage in an activity that allows them to articulate student concerns and are that are considered assets. (3 hours)	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 4, 2013
1. The administrative team will solicit ideas and initiatives from the principal's council that will allow for greater student input into school initiatives. (4 hours)	General Fund	\$216.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Quarterly

Tenet 6

A. Statement of Practice Addressed		<input checked="" type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA		B. HEDI Rating:	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. By December 20, 2013, collect, analyze, and report family perception survey results so that families may be more involved in their children’s education and that the home/school partnership is promoted.					
2. By November 1, 2013 all school counselors will use Naviance as a means to plan students’ learning pathways and prepare for post-secondary success.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Administer the electronic Community/Family engagement survey to all parents at Kenmore East.		General Fund	N/C	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	9/16-10/4 2014
1. Solicit representative parents to participate in the World Café at Kenmore East. (2 hours)		General Fund	\$108.00	<input type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	By October 11, 2013
1. Principal/ ASCI, and OEE meet to review data and determine trends (3 hours)		General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By October 21, 2013
1.Hold the World Café at Kenmore East High School (3 hours)		General Fund	Part of district contract	<input type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	October 17, 2013
1. HS principals meet and work with parents to develop plans, strategies and		General Fund	\$270.00	<input type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	By December 20, 2013

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School Name: Kenmore East High School

structures to address the needs as identified in the surveys and World Café determinations (5 hours)				
2. Administrators will communicate the counselors that there is an expectation that they use Naviance to track their students' individual Learning plans. (1 hour)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 15, 2013
2. Attend the initial professional development for high school counselors in Naviance program for ½ day at Kenmore East	General fund	\$150	<input type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	Between September 23 and October 4, 2013
2. Each of the 4 school counselors will attend ongoing professional development for at least 5 hours throughout the school year	General Fund	District cost	<input type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	October 2013-May 2014
2. Provide notification to students and their families to open communication between the school and home regarding planning for college and career readiness	General fund	\$54	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By November 15, 2013
2. Provide professional development to students and parents in the Naviance program	General Fund	\$200	<input type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	No later than December 1, 2013
2. Open Naviance "portal" to parents and students, providing all parents and students access to and training in using an active account for ongoing parent engagement with counselors.	General fund	District cost	<input type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	No Later than December 1, 2013

Tenet 6

A. Statement of Practice Addressed	<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input checked="" type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input type="checkbox"/> 6.5	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA
	<input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA	
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		

1. By June 1, 2014 Administration will host an array of opportunities to include parent and community members as partners in the decision making and/or decision making process of maximizing student achievement.

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Administration and school webmaster will maintain, monitor and ensure that Kenmore East Website and Parent/Community Calendar Events are accurate and up to date. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By November 1, 2013
1. Kenmore East administration will invite parents to be members of committees, including but not limited to the following: School Safety Committee, PTSA, IST Meetings, Interview Committees, the Homecoming bonfire and post-prom activities. (3 hours)	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By November 1, 2013

A. Statement of Practice Addressed	<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input checked="" type="checkbox"/> 6.4 <input type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA	B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1. By September 4, 2013 the counseling staff will promote and enhance resources both within and beyond the district to assist families and students when additional support is needed.		
2. By March 1, 2014 the administrative staff will promote community resources that enhance students' opportunities for multiple learning pathways.		

E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	G. School Cost(s): Identify the school cost associated with each fund source.	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.
1. Kenmore East will include Family Support Center mental health professionals in 2013 Freshman Orientation Night, Open House and parent informational sessions as needed. (3 hours)	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 28, 2013 September 19, 2013 June 1, 2014
2. Administrators, school counselors and Technology Education/PLTW instructors will reach out to community partnerships through academies. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	June 1, 2014

A. Statement of Practice Addressed	<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input checked="" type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA				B. HEDI Rating: <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
D. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. By January 31, 2014 Kenmore East will create an environment in which parents and community members feel confident, competent and supported by building faculty and resources in regards to their fluency in the use of the Infinite Campus Parent Portal and student achievement data.					
E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	F. Fund Source(s): Identify all Federal, State, and Local fund sources that	G. School Cost(s): Identify the school cost associated with each fund	H. Improvement/Parent Engagement Set-Aside (PE): If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	J. Timeline: Identify the projected timeline for each activity which is to include a start and end date.	

LEA Name: Kenmore-Town of Tonawanda UFSDSchool Name: Kenmore East High School

	will be used for the completion of each activity.	source.		
1. Administration at Kenmore East will post non-identifiable summative and formative data on the school's web page, and share data (Graduation Rate, Regents Exam Results and Distinction Rates) at PTSA meetings. (10 hours)	General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 1, 2013 - June 1, 2014
1. Administration will provide parents and families with Infinite Campus Parent Portal training opportunities at school parent/community events. (8 hours)	General Fund	\$432.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By November 20, 2013
1. Administration will designate and assign a Kenmore East faculty member that is fluent in Infinite Campus Portal operations and procedures. This faculty member will be available via email and or telephone contact to assist parents and family members with questions and troubleshooting. (1 hours)	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By September 30, 2013

July 29, 2013
Focus School Meeting

- I. Revisitation of 2012-2013 Plan
 - a. Analysis of Fidelity and Efficacy of Action Steps
 - b. Strengths of Plan
 - c. Areas in Need of Improvement

- II. Changes to 2013-2014 Plan
 - a. Fund Source (s)
 - b. School Costs

- III. The DCIP
 - a. Format
 - b. Authoring the plan

- IV. Steps to Completion of the SCEP
 - a. Roles and Responsibilities
 - b. Patrick (Tenets 1 and 2)
 - c. Christine (Tenets 3 and 4)
 - d. Joe (Tenets 5 and 6)

- V. Other Items

7/29/13

Café Topics

From Mtg. 5/23/13

What are we doing well?

- 1) Positive, friendly, safe environment amongst students/staff.
- 2) Good programs/clubs.
- 3) Strong anti-bullying environment.

3 areas for improvement?

- 1) Building cleanliness (ex: dirty restrooms, garbage on the floors in the hallways, no toilet paper/paper towels).
- 2) Incorporate student input on decisions where possible.
- 3) More support/flexibility/involvement from teachers towards students.

August 13, 2013
Focus School Meeting – KE and KW Combined

- I. Revisit of 2012-2013 Plan
 - a. Analysis of Fidelity and Efficacy of Action Steps
 - b. Strengths of Plan
 - c. Areas in Need of Improvement
 - d. Comparison With KW Focus Plan

- II. Changes to 2013-2014 Plan
 - a. Fund Source (s)
 - b. School Costs

- III. The DCIP
 - a. Format
 - b. Authoring the plan

- IV. Steps to Completion of the SCEP
 - a. Roles and Responsibilities
 - b. Patrick (Tenets 1 and 2)
 - c. Christine (Tenets 3 and 4)
 - d. Joe (Tenets 5 and 6)

- V. SDM Invites – to be handled by Patrick

Alg 2 Trig Mtg 8/13/13

Atten: Jack Blanch, Dawn Brown, Patrick Heyden, Dean Johnson, Phil , Chris Koch,

Alg 2 Trig –Plan for 2013

- 1) Encourage students to enroll in appropriate level course.
- 2) Move students into 2 yr course if they would struggle with Alg 2 Trig in 1 yr.
Any student who stays in 1 yr course must take regents exam even if they move into 2 yr course for more exposure.

August 15, 2013
Focus School Meeting – KE Office Conference Room

- I. Welcome and Introductions
- II. Review of 201-2013 Plan
 - a. Reason(s) for designation
 - b. The Tenets and the 2012-2013 Diagnostic Exercises
 - c. Review of Action Steps
 - d. Analysis of Fidelity and Efficacy of Action Steps
 - e. Strengths of Plan
 - f. Areas in Need of Improvement
- III. Division of Groups By Tenet
 - a. Group 1 – Tenet 1 (Patrick)
 - b. Group 2 – Tenet 2 (Patrick)
 - c. Group 3 – Tenet 3 (Christine)
 - d. Group 4 – Tenet 4 (Christine)
 - e. Group 5 – Tenet 5 (Joe)
 - f. Group 6 – Tenet 6 (Joe)
- IV. Review of Drafts Written by Administration and Input by Subgroups
- V. Next Meeting?

Admin Mtg with Math and English CLS's 8/15/13

Attendance: Patrick Heyden, Dean Johnson, Chris Ginestre, Michelle Jaros, Joe Greco, Dawn Brown, Jen LaManna, Chris Koch

Tenet 3 Common Core Curriculum

-Need teachers to focus on higher level thinking skills.

-Need teachers to prioritize what their departments will focus on throughout the year.

- Teaching the actual standards (approx. 40 stds) (Engageny)

Standards vs Shifts

Shift – how classroom time needs to “change”.

Activity – needs to follow the new standards.

Opening month – talk to staff about what we would look for to give a 3 vs a 4 on evaluations (in the classroom). Danielson is emphasizing what common core is. (Krueger's summary sheet is good)

Teachers need to ask themselves what was the evidence in the lesson that students understood the lesson.

Model in faculty mtgs what we want teachers to model in class.

Use literacy committee to assist in teaching staff.

Leader points on review – need to be on a committee

Do random evaluations without using names, could use the lookfor sheet from Penny

Need to establish trust with staff (trust exercise)

Teachers rotate each month evaluating peers.

Show growth for each domain before and then after teachers practice. Specific domain (ex 2f) where each month work on one std. Add a std each month so month 2 would be both stds.

Department mtgs discuss what was observed w/o names

How will you address literacy in your department?? What will be the evidence??

Bldg literacy will implement/train walkthroughs related to domain and then add shift from Jan-June.

Add common core learning stds in lesson fro points.

Bldg literacy team sit down and evaluate someone elses lesson plan.

Day 1&2 - 2-4 Sept look-fors and domains

Oct – literacy team plan by bringing in common core revisit domains

Focus from west – shifts and literacy(common core)

District emphasizing literacy shifts.

Bldg literacy would tie core to how it would help APPR

Bldg literacy information in 2 seminars on e fall one spring. Same seminar to accommodate more people.

Here is how to get a 4.....

Staff development

Varied ques.... Simple and then same topic higher level question

Kenmore East

Bullet Points of Measurable, Attainable goals (2012-2013)

- 2.1 – Targeted PD for administration (Janet)
- 2.2 – 1. Showcase pathways to freshmen, expand to 8th graders; hold ad campaign through the art department (Patrick, Rick Scaduto)
 - 2. Data Inquiry Teams (Patrick, Chris, Joe, Counselors, Leadership Team)
- 2.3 – 1. KE reps will learn Tableau and turnkey to counselors and teachers
 - 2. Refine IST practices (Joe, IST Team)
- 2.4 – 1. Monitor the efficacy of the 9 period schedule (Patrick, counselors)
 - 2. Host curriculum night or community (showcasing IB, AP, BOCES offerings, Career Academies, Big Picture School, TAP) (Patrick, reps from each area)
- 2.5 – 1. Communicate targets for walk-throughs, and note these expectations in walk-through feedback (Administration)
 - 2. Provide feedback using the tri-state rubric as a recommendation for lesson plans (for example, posted daily objectives, transition to CCLS, Literacy Across the Curricular areas) (Administration, Leadership Team Members)

- 3.1 – Curriculum – use KW report, A+ Educators, NTI, etc. (Janet)
- 3.2 – 1. Require that lesson plans are written with CCLS standards (Admin)
 - 2. Literacy Team study group on two works (Core Six and Teaching Thinking (Patrick, BLF)
- 3.3 – Teachers will re-evaluate and revise curriculum maps aligned to the CCLS (department chairs, teachers)
- 3.4 – Electives Expo (Admin, all teachers)
- 3.5 – Departments will use department meetings to mine for data (admin reps, department chairs, teachers)

- 4.1 – District Literacy Summits (Janet)
- 4.2 – P.D. on Differentiated Instruction (Admin)
- 4.3 – At department chair meetings, admin will provide pd on CCLS; teachers will write and deliver their lessons in the CCLS, and will be observed accordingly (admin, teachers)
- 4.4 – 1. NFJC presentation on Opening Day (NFJC, Admin, staff)
 - 2. Host a student café focusing on cultural responsiveness
- 4.5 – Using student survey data that suggests that a majority of our students do not feel that teachers address their learning styles, the leadership team will develop ideas on how to better address: formative assessments, effective feedback, student self-determination.

- 5.1 – NFJC (Alan)
- 5.2 – Investigate the feasibility of PBIS (Leadership Team);continue “Character Counts, the C.L.A.S.S. Awards, and Awards ceremonies (admin)
- 5.3 – Full implementation of guidance plan (counselors)
- 5.4 – Admin will include parents and students on safety and other committees (admin, parents, students)
- 5.5 – 1. Restructure the IST model to more proactively use student data (Joe, IST Team)

2. Counselors will use student data to develop academic learning plans
(counselors)

6.1 – Electronic communication system – Janet/Steve

6.1 – Consolidation Feasibility Study (Mark)

6.2 – Create two resources per year, for three years, to post on the web site to increase
community involvement

6.3 – Host an array of opportunities for parents to attend school functions (admin)

6.4 – 1. KE will include the Family Support Center in parent sessions (admin)

2. KE will reach out to partnerships through academies

6.5 – Portal, interim reports, report cards, invitations to events (admin)