

LEA Name: Kenmore-Town of Tonawanda UFSD

School Name: Kenmore West High School

**2013-14**

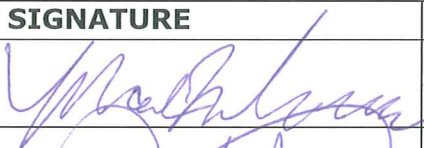

## SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

<b>SCHOOL NAME</b>	Kenmore West High School	<b>CONTACT NAME</b>	Dean R. Johnson
<b>PHONE</b>	(716) 874-8401	<b>E-MAIL</b>	djohnson@kenton.k12.ny.us
<b>Website Link for Published Plan</b>	<a href="http://www.kenton.k12.ny.us/Domain/56">http://www.kenton.k12.ny.us/Domain/56</a>		

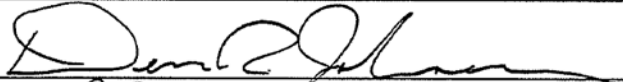
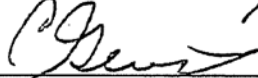
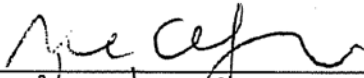
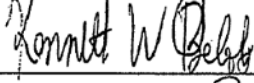
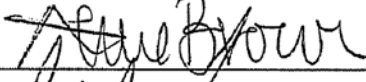
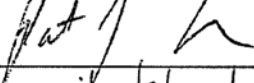

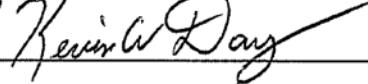
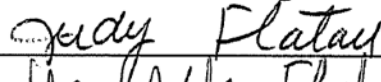
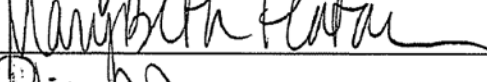
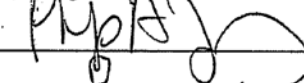
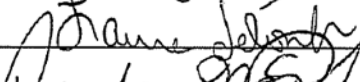
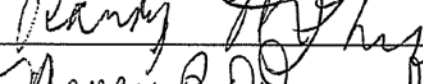
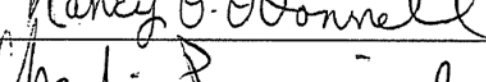
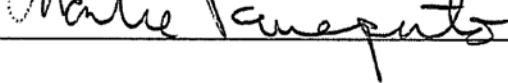
**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.**

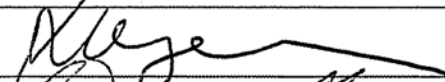
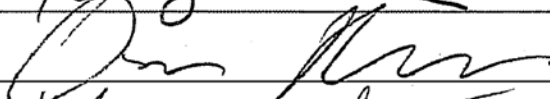
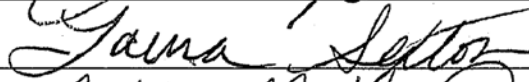
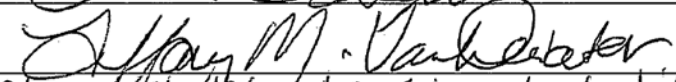
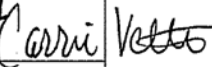
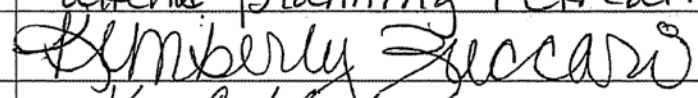
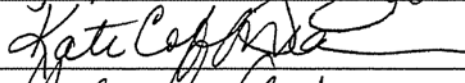
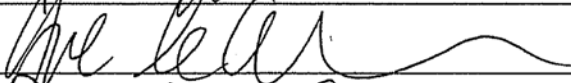
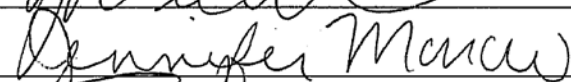
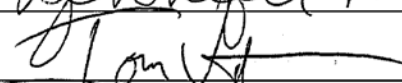
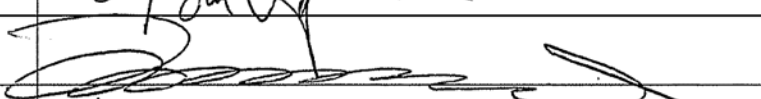
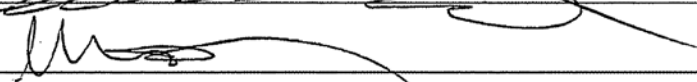
Implementation is required no later than the first day of regular student attendance.

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.

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

**SCHOOL LEADERSHIP TEAM:**

Name	Title	Signature
Dean Johnson	Principal	
Christopher Ginestre	Assistant Principal	
Michelle Jaros	Assistant Principal	
Kenneth Belote	Music Department Leader	
Anne Brown	LOTE Department Leader	
Patrick Carr	Science Department Leader	
William Conrad	Social Studies Department Leader	Not available to sign but did attend planning retreat. 
Kevin Day	Technology Department Leader	
Judy Flatau	School Counselor Department	
Mary Beth Flatau	Special Education Department	
Philip Jarosz	Mathematics Department Leader	
Laura Jelonek	Health Department Leader	
Randy McPhee	Business Department Leader	
Nancy O'Donnell	Library and Media Department Leader	
Charles Panepinto	English Department Leader	

Kimberly Reidell	Social Studies Department Leader	
David Rogalski	Art Department Leader	
Laura Sexton	FACS Department Leader	
Tiffany VanDewater	English Department Leader	
Carrie Vetter	Physical Education Department Leader	not available to sign but did attend planning retreat. 
Kimberly Zucarrì	Special Education Department	
Kate Coffman	PTSA Co-President	
Yvette LeClerc	PTSA Co-President	
Morrow Jennifer	PTSA	
Tom Voegt	parent	
Lee Ann Voegt	corresponding Sec.	
Monika Toney	PTSA REC. SECY	

Meeting Date(s)	Location(s)	Agenda attached?	Supporting documents included?
7/25/13	Kenmore East High School	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
8/1/13	Kenmore West High School	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
8/5/13	Kenmore West High School Ken-Ton UFSD	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
8/8/13	Kenmore West High School	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
8/12/13	Ken-Ton UFSD	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
8/13/13	Kenmore West High School/Algebra 2	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

	<b>Trigonometry Meeting</b>		
<b>8/15/13</b>	<b>Kenmore West High School / Kenmore East High School/ Administrative Meeting with Math and English Curriculum Learning Specialists</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>8/19/13</b>	<b>Kenmore West High School</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>8/20/13</b>	<b>Kenmore West High School</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>8/22/13</b>	<b>Kenmore West High School</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>8/23/13</b>	<b>Kenmore West High School</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>8/26/13</b>	<b>Kenmore West High</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

	<b>School</b>		
<b>9/3/13</b>	<b>Kenmore West High School</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>9/10/13</b>	<b>Kenmore West High School</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>9/17/13</b>	<b>Kenmore West High School</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

School Information Sheet												
Grade Configuration	9-12	Total Enrollment	[ 1363 ]	% Title 1 Population	[ - ]	% Attendance Rate	[ 93% ]					
% Free Lunch	26%	% Reduced Lunch	[ 8% ]	% Student Sustainability	[ - ]	% Limited English Proficient	[ 1% ]	% Students with Disabilities	[ 18% ]			
Types and Number of English Language Learner Classes												
# Transitional Bilingual	[ 18 ]	# Dual Language	[ - ]	# Self-Contained English as a Second Language	[ 0 ]							
Types and Number of Special Education Classes												
# Special Classes	[ 20 ]	# Consultant Teaching	[ - ]	# Integrated Collaborative Teaching	[ 70 ]							
# Resource Room	[ 43 ]											
Types and Number Special Classes												
# Visual Arts	[ 11 ]	# Music	[ 6 ]	# Drama	[ 5 ]	# Foreign Language	[ 21 ]	# Dance	[ 0 ]	# CTE	[ - ]	
Racial/Ethnic Origin												
% American Indian or Alaska Native	1.0%	% Black or African American	6.0%	% Hispanic or Latino	5.0%	% Asian or Native Hawaiian /Other Pacific Islander	1.0%	% White	86.0%	% Multi-racial	[ 2.0% ]	
Personnel												
Years Principal Assigned to School	[ 3 ]	# of Assistant Principals	[ 2 ]	# of Deans	[ 0 ]	# of Counselors / Social Workers	[ 6 ]					
% of Teachers with No Valid Teaching Certificate	[ 0 ]	% Teaching Out of Certification	[ 0 ]	% Teaching with Fewer Than 3 Yrs. of Exp.	[ 2% ]	Average Teacher Absences	[ 7% ]					
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing	[ ]	Priority School	[ ]	Focus District	[ ]	Focus School Identified by a Focus District	[ X ]	SIG Recipient (a)	[ ]	(g)	[ ]	
ELA Performance at levels 3 & 4	[ AYP ]	Mathematics Performance at levels 3 & 4	[ AYP ]	Science Performance at levels 3 & 4	[ - ]	4 Year Graduation Rate (HS Only)	[ 86.4% ]					
Credit Accumulation (High School Only)												
% of 1 <sup>st</sup> yr. students who earned 10+ credits	[ - ]	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	[ - ]	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	[ - ]	6 Year Graduation Rate	[ - ]					

**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		
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**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 12-13 plan:

- *What were the strengths of the plan? What were the weaknesses?*

One of the strengths of the 2012-2013 SCEP were the 5 School Priorities that were developed, implemented, and shared with stakeholders. These priorities targeted the following instructional areas:

1. Instructional use of tier 2 and 3 vocabulary words.
2. Instructional use of higher level thinking questions that promote critical thinking skills.
3. Increased student engagement.
4. Clear learning objectives with modes of assessing student learning and instructional efficacy.
5. Commitment to forming positive student relationships.

These 5 school priorities increased awareness and overall fidelity of instructional best practices. The Annual Professional Performance Review (APPR) process and School Review Process allowed us, as a school, to refine our areas of need and priorities. From this process we learned that more professional development support was needed and this has been included into the 2013-2014 SCEP.

An additional area of strength was the newly developed Student Learning Plans. Teachers were provided professional development on the use of Student Learning Plans. Teachers were required to develop Student Learning Plans for any student who received a failing grade in marking period 1, 2, and 3. The plan also included a parent and student communication component. The Student Learning Plans were also shared with our Academic Achievement Center (AAC) team. This process improved communication between teachers, students, parents, and AAC team members and allowed learning gaps to be identified and addressed on a frequent basis.

We also used the APPR process to provide faculty the specific targeted teacher practices for instruction and evaluations. This information was shared through faculty meetings, weekly notes, department leaders meetings, and department meetings. One component of this cycle that we have improved in the 2013-2014 SCEP was the system of delivering professional development and process monitoring.

- *Were you able to accomplish all of the goals detailed in the plan? If not, what were some of the barriers?*  
We were not able to accomplish all aspects of each goal, however, most goals were acted upon and implemented. The main barriers for implementation were time limitations and human resources. This experience and reflection caused us, as a leadership team, to re-examine our personnel infrastructures and school systems. The 2013-2014 SCEP has significantly reallocated our use of instructional personnel and shifts more of our supervisory assignments into instructional and intervention-based capacities.
- *Did the identified activities receive the funding necessary to achieve the corresponding goals?*  
The identified activities did receive the funding necessary to achieve the corresponding goals.

### **In developing the 13-14 plan:**

- *How was the plan developed?*  
The 2013-2014 SCEP was developed through the shared decision making team process. As an administrative team we participated in multiple planning/writing/revision sessions with district officials, the other district high school involved in the SCEP process, the school leadership team comprised of department leaders, school department members, and Parent Teacher School Association members, and students teams.
- *How will the plan be made widely available to the public?*  
The 2013-2014 SCEP will be made widely available to the school stakeholders through the school website, school newsletters, the school student government organization, faculty meetings, department meetings, staff newsletters, and school events.
- *What are the identified needs of the school?*  
The Kenmore West Big 5 Priorities are aligned to areas of need and growth. They include the following instructional and school target areas:
  1. Observable Student Learning Objectives/ I Can Statements Aligned to Common Core Instructional Shifts
  2. Higher Order Thinking Skills
  3. Charlotte Danielson "Look-Fors"
  4. Common Core Instructional Shifts
  5. Positive Student and Community Relationships

- *What are the guiding principles that are connected to the identified needs of the school?*

The Kenmore West High School Mission Statement States the following:

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

- *What is the strategy and overall timeline for accomplishing the guiding principles? Are there any anticipated barriers?*

The primary strategy that we have developed to ensure implementation of the guiding principles and SCEP include the restructuring of personnel, a target specific professional development plan, and a system for process monitoring/measuring. The timeline for the activities are included within the one year/2013-2014 school year.

- *What are the 13-14 student academic achievement targets for the identified sub-groups?*

As a Focus School and District, we were cited for our African America sub-group graduation rate for the 2006 cohort. The trend data is included below and demonstrates a significant increase for graduation rate for the 2009 cohort. The school achievement target for the 2009 cohort is a graduation rate above 80%.

Graduation Sub-Group	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
Graduation Year	2010	2011	2012	2013
All Students	82.0%	83.0%	83.5%	86.4% (Unofficial)
African American Sub-Group	53.0% Ken-Ton District Rate	53.0% Ken-Ton District Rate	65.8.0% Ken-Ton District Rate	82.4% KW Rate (Unofficial)

- *How will professional development for school staff be selected and delivered?*

The professional development plan topics have been identified based upon the 2012-2013 School Review Scan and School Review Report. The selected professional development topics include:

1. Observable Student Learning Objectives/ I Can Statements Aligned to Common Core Instructional Shifts
2. Higher Order Thinking Skills
3. Charlotte Danielson "Look-Fors"
4. Common Core Instructional Shifts
5. Positive Student and Community Relationships

The professional development delivery process will require a variety of resources including Webb's Depth of Knowledge, the Tri-State Rubric, The Thoughtful Classroom Portfolio Series for Questioning Styles and Strategies by Silver Strong and Associates, ELA and Mathematics Common Core Instructional Shifts, the Charlotte Danielson/Ken-Ton UFSD APPR Rubric and Look-Fors, and Positive Behavior Interventions and Supports (PBIS). The professional development delivery process involves a cyclical process: Instructional Leaders will provide direct professional development to Department Leaders; Department Leaders will provide turn-key professional development for department members; Instructional Leaders will check-in/process monitor at monthly faculty meetings; Instructional Leaders will process monitor fidelity and efficacy of the professional development and delivery by attending department meetings; and Instructional Leaders will process monitor professional development cycle through the APPR process.

- *How will the school leaders communicate with school staff and the community?*

The school leaders will communicate with school staff and community via the following methods: the school website, school newsletters, the school student government organization, faculty meetings, department meetings, staff newsletters, and school events.

- *What are the highlights of the initiatives described in the SCEP?*

The highlights of the 2013-2014 SCEP include the following:

1. The KW Instructional Support Team (IST) will be re-formatted to include level 1, level 2, and level 3 interventions in accordance with the Response to Intervention (RTi) model by October 2013.
2. 10% of Teacher supervisory assignments will be designated to activities that increase academic achievement by September 2013.
3. Create a professional development calendar by September 2013.

4. Teachers will participate in monthly professional development that target best practices from September 2013 through June 2014.
  5. Teachers will begin the process of refining curriculum map and lesson plan alignment to Common Core Instructional Shifts and Webb's Depth of Knowledge by December 2013.
  6. Departments will select and share one best practice aligned to Common Core Instructional Shifts and Webb's Depth of Knowledge on a monthly basis.
  7. By December 2013, Kenmore West administrators will participate in district professional development sessions that incorporate the principles of the CCLS Literacy Across the Disciplines.
  8. By December 20, 2013, engage the staff of the two Focus Schools to process the School Performance Scan survey data, and make recommendations for collaborative work regarding areas in need of improvement.
  9. Student Learning Plans will be implemented at the end of each marking period to increase student achievement (November 2013, February 2014, April 2014, and June 2014).
  10. Student Learning Plans will inform instructional strategies (November 2013, February 2014, April 2014, and June 2014).
  11. By September 4, 2013, all teachers will have participated in three hours of professional development addressing issues of cultural relevancy.
  12. By December 2013, the role of the Dean of Discipline will be remodeled to the role of advisor for at risk students.
  13. Advisor/Student will devise a success plan for students to support academic and social well-being.
  14. Determine the feasibility of implementing PBIS at Kenmore West High School by December 2013.
  15. By May 30, 2014, school signage and rewards will be purchased to further equip and prepare for the implementation of PBIS.
  16. By November 2013, all stakeholders will have participated in a voice survey.
  17. By November 2013, all stakeholders will have participated in an engagement cafe.
  18. By May 2014, school signs will be displayed that will welcome community members and promote the school mission and vision.
  19. The school will conduct a Welcome Back Picnic in September 2013.
  20. The school will provide families a quarterly newsletter that communicates school issues, priorities, and student achievement information.
  21. The school will partner with specific community agencies to improve family relationships and family engagement.
  22. By May 2014, increase community stakeholder involvement in the development of the school's data-based instructional improvement plan.
- *How are these initiatives supported through all funding sources?*  
The initiatives in the 2013-2014 SCEP are supported through school and district funding as denoted in the plan.

**Tenet 1**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
					<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.						
<b>DISTRICT LEVEL ONLY</b>						
<b>D. Goal(s):</b> 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.						
<b>1. DISTRICT LEVEL ONLY</b>						
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.		<b>I. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. All KW administrators will complete Teachscape Recalibration training (2 hours).		General Fund	\$300.00	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA		September 2013
2. All KW administrators will complete the required Ken-Ten UFSD Professional Leadership Strand.		General Fund	\$1620	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA		September 2013 – June 2014
3. All KW administrators will complete OASYS training.		General Fund	\$140.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		September 2013

**Tenet 1**

<b>A. Statement of Practice Addressed</b>		<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 <input type="checkbox"/> Tenet 1 as a whole <input type="checkbox"/> NA			<b>B. HEDI Rating:</b>	
					<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.						
<b>DISTRICT LEVEL ONLY</b>						
<b>D. Goal(s):</b> 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.						
<b>1. DISTRICT LEVEL ONLY</b>						
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.		<b>I. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. School Counselors will identify students who are at-risk for not graduating and who may benefit from the Twilight Program.		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		July 2013 – June 2014
1. School Counselors will meet with the identified at-risk students and assess their level of interest in the Twilight Program.		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		July 2013 – June 2014
1. The interested students will be enrolled into the Twilight Program.		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA		July 2013 – June 2014

**Tenet 1**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>DISTRICT LEVEL ONLY</b>					
<b>D. Goal(s):</b> 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.					
<b>1. DISTRICT LEVEL ONLY</b>					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>I. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. KW School Counselors will receive professional development on using the Tableau Early Warning System (EWS) data visualization program		General Fund	\$561.50	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. KW School Administrators will receive professional development on using the Tableau Early Warning System data visualization program		General Fund	\$561.50	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. The Tableau EWS will be implemented by School Counselors to monitor and establish interventions for students		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. KW School Administrators will use Tableau EWS to monitor student attendance, behavior, and academic performance.		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013 – June 2014



**Tenet 2**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA					
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. The Assistant Superintendent of Curriculum and Instruction will provide professional development to the KW Principal at the High School Principals' Meeting. The one half hour professional development sessions will target the following areas: Tri-State Rubric; PARCC; evidence guides, higher order thinking skills; instructional look-fors; and student engagement.		General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013 October 2013 November 2013 December 2013 January 2014 February 2014 March 2014 April 2014 May 2014 June 2014
1. The Assistant Superintendent of Curriculum and Instruction will provide professional development to the KW Assistant Principals at the Assistant Principals' Meeting. The one half hour professional development sessions will target the following areas: Tri-State Rubric; PARCC; evidence guides, higher order thinking skills; instructional look-fors; and student engagement.		General Fund	\$430.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013 October 2013 November 2013 December 2013 January 2014 February 2014 March 2014 April 2014 May 2014 June 2014

**Tenet 2**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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. Create a school vision by January 2014 that is aligned to the school mission statement and school priorities.					
2. Share school vision with all KW stakeholders by June 2014.					
3. 50% of the student body will know the school vision by June 2014.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. Form a school vision committee.		General Fund	\$43.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013
1. School vision committee will develop a school-wide vision aligned to school mission statement and school priorities.		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	January 2014
2. The school vision committee will develop a plan and calendar for dissemination of the vision with all stakeholders.		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	February 2014
2. The school vision committee will implement the plan for dissemination of the vision with all stakeholders.		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	February 2014

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3. The school vision committee will develop a plan for measuring and quantifying student understanding of the school vision.	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	February 2014
3. The school vision committee will measure and quantify student understanding of the school vision.	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	May 2014

**Tenet 2**

<b>A. Statement of Practice Addressed</b>		<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 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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 KW Instructional Support Team (IST) will be re-formatted to include level 1, level 2, and level 3 interventions in accordance with the Response to Intervention (RTi) model by October 2013.					
2. Share new RTI model with all faculty and staff by November 2013.					
3. All KW IST meetings will be conducted using the new RTI model by November 2013.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. Assistant Principal will redesign IST procedures and format in accordance with Response to Intervention protocol.		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
1. The IST referral form will be re-formatted in accordance with RTI model.		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
1. The Assistant Principal will provide the IST RTI training.		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
2. Assistant Principal will provide all faculty and staff RTI training.		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
3. The IST will convene weekly IST meetings.		General Fund	\$43.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013

**Tenet 2**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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. 10% of Teacher supervisory assignments will be designated to activities that increase academic achievement by September 2013.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. Assistant principal will assign supervisory assignments for teachers in the Academic Achievement Center (AAC).		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Teachers will report to the AAC to provide students academic/learning assistance.		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Assistant principal will assign supervisory assignments for teachers on the Positive Behavior and Intervention Supports (PBIS) team.		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. The PBIS team will meet and develops goals and actions for year.		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. The PBIS team will implement the goals and actions for year.		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013

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1. Assistant principal will assign supervisory assignments for teachers on the Instructional Support Team.	General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Assistant principal will assign supervisory assignments for teachers providing Academic Intervention Services (AIS).	General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. All AIS teachers will be trained on the implementation of AIS.	General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. All AIS teachers will implement AIS.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
1. Assistant principal will assign supervisory assignments for teachers as Student Mentors.	General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Student mentors will meet and develops goals and actions for year.	General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Student mentors will implement the goals and actions for year.	General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013

**Tenet 2**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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 2013, all Kenmore West administrators will establish criteria for APPR inter-rater reliability.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. Administrators will complete Teachscape APPR training		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Administrators will conduct APPR observations and walk-throughs.		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013 – June 2014
1. Administrators will participate in an APPR inter-rater reliability activity.		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013

**Tenet 3**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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 and Webb’s Depth of Knowledge across all curricular areas.					
<b>D. Goal(s):</b> 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. Create a professional development calendar by September 2013.					
2. Teachers will participate in monthly professional development that target best practices from September 2013 through June 2014.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. Meet with ELA and Mathematics Curriculum Learning Specialists to develop a professional development action plan.		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 2013
1. Department leaders will be provided a professional development plan at summer leadership retreat.		General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 2013
1. Faculty will be provided a professional development plan during the September 2013 Superintendent’s Day session.		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
2. Department leaders will receive professional development for Charlotte Danielson “Look Fors”.		General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013 - November 2013



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2. Department leaders will turn-key train department members on Charlotte Danielson "Look Fors"	General Fund	\$108.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 2013
2. Department leaders will provide monthly reports on the fidelity of efficacy of professional development.	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
2. Department leaders will receive professional development for Common Core Instructional Shifts.	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013 – February 2014
2. Department leaders will turn-key train department members for Common Core Instructional Shifts.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013 – February 2014
2. Department leaders will provide monthly reports on the fidelity of efficacy of professional development.	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013 – February 2014
2. Department leaders will receive professional development for Webb's Depth of Knowledge.	General Fund	\$432.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013 – May 2014
2. Department leaders will turn-key train department members for Webb's Depth of Knowledge.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013 – May 2014
2. Department leaders will provide monthly reports on the fidelity of efficacy of professional development.	General Fund	\$432.00	<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.	General Fund	\$216.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013 – May 2014

**Tenet 3**

<b>A. Statement of Practice Addressed</b>		<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 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
All lesson plans and curriculum maps are aligned to Common Core Instructional Shifts and Webb’s Depth of Knowledge.					
<b>D. Goal(s):</b> 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. Teachers will begin the process of refining curriculum map and lesson plan alignment to Common Core Instructional Shifts and Webb’s Depth of Knowledge by December 2013.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. Teachers will update their curriculum maps during designated department meeting time on NY Learns (My Maps) to ensure alignment with Common Core Instructional Shifts and Webb’s Depth of Knowledge.		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013
1. Teachers will provide evidence of updated curriculum maps during APPR process.		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013 – June 2014
1. Teachers will update their lesson plans to ensure alignment with Common Core Instructional Shifts, the Tri-State Quality Review Rubric, and Webb’s Depth of		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013 – June 2014

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Knowledge.				
1. Teachers will provide evidence of updated lessons during APPR process.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013 – June 2014

**Tenet 3**

<b>A. Statement of Practice Addressed</b>	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input checked="" type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input checked="" type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA		
<b>C. Major Recommendation(s)/Rationale:</b> 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.				
<b>D. Goal(s):</b> 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.				
<b>E. Activity(ies):</b> 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.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.

**Tenet 3**

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b>		
<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA				
<b>C. Major Recommendation(s)/Rationale:</b> 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.				
<b>D. Goal(s):</b> 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 2013, Department will analyze formative and summative data to identify areas strength and target areas of need in order to improve instruction.				
2. Departments will select and share one best practice aligned to Common Core Instructional Shifts and Webb’s Depth of Knowledge on a monthly basis.				
<b>E. Activity(ies):</b> 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.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.		
<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.			
1. Department Leaders will be provided Regents 2013 data.	General Fund	\$53.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Department Leaders will provide core teachers Regents 2013 data from data warehouse.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. All (non-Regents) teachers will collect local summative assessment data from 2012-2013.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Teachers will analyze assessment results by performance indicators to identify areas of strength and areas of	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013

need.				
1. Teachers will use data to drive the lesson plan revision process.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013 – June 2013
2. Departments will select and share one research-based instructional strategy aligned to Common Core Instructional Shifts and Webb's Depth of Knowledge.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013 – June 2013
2. Department leaders will upload the monthly selected instructional strategy to the Google Document.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013 – June 2013
2. Selected instructional strategies will be shared via the school newsletter.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013 – June 2013
2. Selected instructional strategies will be archived in the best practices Google Document repository.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013 – June 2013

**Tenet 4**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
					<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.						
<b>D. Goal(s):</b> 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 2013, Kenmore West administrators will participate in district professional development sessions that incorporate the principles of the CCLS Literacy Across the Disciplines.						
2. By December 20, 2013, engage the staff of the two Focus Schools to process the School Performance Scan survey data, and make recommendations for collaborative work regarding areas in need of improvement.						
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. District Cost(s):</b> Identify the district cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside(PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>I. Targeted Schools:</b> Identify the school(s) targeted by each activity and their identification status.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. Identify School Building Literacy Facilitators (BLF- for approval by BOE for stipend) and Literacy Team members.		General fund	\$54	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Kenmore West High School	September 13, 2013
1. BLFs will schedule and conduct a minimum of two hour-long faculty meetings regarding Literacy across the disciplines.		Title II A	Part of district stipend	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Kenmore West High School	September 2013
1. BLFs will participate in district level BLF meetings.		Title II A	Part of district stipend	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Kenmore West High School	Per district calendar
1. BLFs and building Literacy Team will develop a professional development calendar for supporting the literacy shifts.		Title II A	Part of district stipend	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Kenmore West High School	October 2013

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1. BLFs will deliver professional development to the School Leadership Team and Faculty.	Title II A	Part of district stipend	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Kenmore West High School	October 2013 – June 2014
2. Administer the faculty and staff electronic School Performance Scan.	General Fund	n/a	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Kenmore West High School	September 23 – October 4, 2013
2. Solicit representative staff members to participate in the School World Café.	General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Kenmore West High School	By October 11, 2013
2. Review faculty and staff School Performance Scan with the Assistant Superintendent of Curriculum and Instruction and Outside Educational Expert, to determine trends.	General Fund	\$162.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Kenmore West High School	By October 21, 2013
2. Administrator will hold the staff school World Café.	General Fund	Part of district contract	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Kenmore West High School	October 23, 2013
2. School Leadership Team and Faculty will meet and work to develop plans, strategies, and structures to address the needs as identified in the surveys and World Café.	General Fund	\$1000	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	Kenmore West High School	By December 20, 2013



**Tenet 4**

<b>A. Statement of Practice Addressed</b>		<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 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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. Student Learning Plans will be implemented at the end of each marking period to increase student achievement (November 2013, February 2014, April 2014, and June 2014).					
2. Student Learning Plans will inform instructional strategies (November 2013, February 2014, April 2014, and June 2014).					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. The principal will revise Student Learning Plan template.		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. All faculty will be trained on the Student Learning Plan procedures and protocol.		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
1. Teachers will develop and implement Student Learning Plans for any student who earned a failing marking period grade.		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013 February 2014 April 2014
2. The teacher will incorporate research based instructional strategies in their lesson plans in order to close student		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013 February 2014 April 2014

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School Name: Kenmore West High School

learning gaps.				
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**Tenet 4**

<b>A. Statement of Practice Addressed</b>		<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 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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.					
<b>E. Activity(ies):</b> 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.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.	
1. Faculty and Staff will participate in the National Federation for Just Communities professional development.	General Fund	\$130	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013	

**Tenet 5**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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 2013, the role of the Dean of Discipline will be remodeled to the role of advisor for at risk students.					
2. Advisor/Student will devise a success plan for students to support academic and social well-being.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	
				<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.	
1. Assistant principal will designate advisors supervisory assignment by assigning teachers in the master schedule.		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA September 2013	
1. Advisors and assistant principal will meet to design a plan, set goals and identify at-risk students.		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA October 2013	
1. Assistant principal will assign advisors to indentified students.		General Fund	\$43.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA October 2013	
2. Advisor will meet with all students assigned to their detail and create one success plan per student.		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA September 2013 October 2013 November 2013	
2. The success plan will be shared with parents, teaches, and counselors.		General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA November 2013	

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2. Advisors will meet with students on a weekly basis to monitor progress and adapt plan.	General Fund	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013 – June 2014
2. Advisors will meet monthly with assistant principal and report on success plans.	General Fund	\$430.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013 – June 2014

**Tenet 5**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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. Determine the feasibility of implementing PBIS at Kenmore West High School by December 2013.					
2. By May 30, 2014, school signage and rewards will be purchased to further equip and prepare for the implementation of PBIS.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. All KW Administrators and 1 teacher leader will participate in a three hour introductory professional development session for the PBIS model.		General Fund	\$140.00	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	July 31, 2013
1. AP will designate PBIS team supervisory assignments by assigning teachers in the master schedule.		General Fund	\$86.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. PBIS team will meet and be trained on PBIS.		General Fund	\$43.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
1. PBIS team will create a plan to implement professional development for the faculty in order to assess the level of interest and determination for bringing PBIS to KW and will be followed by a vote.		General Fund	\$540.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September –October 2013

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1. PBIS team will implement the plan and school vote.	General fund		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	By December 31, 2013
1. PBIS team will report to the principal their recommendations.	General fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By December 31, 2013
2. The Principal and PBIS team will expand plans for improving building signage and enhancement of the PBIS rewards plan.	General fund	\$324.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	By May 31, 2014

**Tenet 5**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input checked="" type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>
<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA				
<b>C. Major Recommendation(s)/Rationale:</b> 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.				
<b>D. Goal(s):</b> 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 2013, the Instructional Support Team will use data to inform decisions about student's needs.				
<b>E. Activity(ies):</b> 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.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. AP will assign teachers via their supervisory assignment to the Instructional Support Team (IST).	General Fund	\$43	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. AP will train the IST on how to use data to inform decisions.	General Fund	\$43	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
1. A system will be put in place to collect	General Fund	\$43	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013



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student data for the IST meeting.				
1. Data will be used at the IST meeting.	General Fund	\$43	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013

**Tenet 6**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	
1. Add a link to the Family Engagement Survey on the website.		General fund	Teacher one hour	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
1. Principal will send Family Engagement Survey invitation to families through the Summer Newsletter and student schedule mailing.		General Fund	\$45	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
1. Administer the Family Engagement Survey electronically.		General Fund	n/a	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
1. Principal/ ASCI, and OEE meet to review data and determine trends		General Fund	\$162	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
1. Principal will send Community Engagement Café invitation to families through the Summer Newsletter and		General Fund	\$54	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	

student schedule mailing.				
1. Solicit representative parents to participate in the World Café	General Fund	\$108.00	<input type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	By October 11, 2013
1. The Outside Educational and Principal will review Community Café applicants and select participants.	General Fund	\$54	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	October 2013
1. The Outside Educational Expert will host the Community Café.	General Fund	Part of district contract	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	October 2013
1. Principal will share the outcome of the café with stakeholders.	General Fund	\$54	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	December 2013
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 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**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 6.1 <input checked="" 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>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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 2014, school signs will be displayed that will welcome community members and promote the school mission and vision.					
2. The school will conduct a Welcome Back Picnic in September 2013.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. A school visitors entrance sign will be created for the Door 15 entrance to welcome community members to the school (The sign was donated to the school by the Class of 2013).		General Fund	\$54	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	July 2013
1. A Visitors Entrance sign will be installed at Door 15.		General Fund	\$54	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Posters will be created that display the school mission.		General Fund	\$500	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	May 2014
2. The PTSA will plan and execute a Welcome Back Picnic with the goal of bolstering community relations.		N/A	N/A	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 21, 2013

**Tenet 6**

<b>A. Statement of Practice Addressed</b>		<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 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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 school will provide families a quarterly newsletter that communicates school issues, priorities, and student achievement information.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. The summer school newsletter and website will provide families an e-mail newsletter notification sign-up information.		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	August 2013
1. The principal will develop a quarterly school newsletter that will emailed to parents and available on the school website.		General Fund	\$54.00	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	November 2013 – June 2014

**Tenet 6**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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 school will partner with specific community agencies to improve family relationships and family engagement.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	
1. Contact Compass House to forge a partnership.		General Fund	\$86	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
1. Partner with Compass House to collaboratively develop targeted interventions for at-risk students.		General Fund	\$86	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
1. Partner with Center for Equity and Achievement at the Metropolitan Center for Urban Education New York University to develop strategies to reduce suspension rates among specific sub-groups.		General Fund	\$86	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
1. Explore partnership with Junior Achievement to develop hands-on teaching strategies to improve economic literacy among students.		General Fund	\$86	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	
<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.					
				November 2013	
				November 2013	
				November 2013	
				December 2013	

**Tenet 6**

<b>A. Statement of Practice Addressed</b>		<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>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.					
<b>D. Goal(s):</b> 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 2013, improve parent access to school report card, individual student data, and the instructional improvement plan.					
2. By May 2014, increase community stakeholders involvement in the development of the school's data-based instructional improvement plan.					
<b>E. Activity(ies):</b> 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.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
1. Develop a public relations committee.		General Fund	\$86	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Develop a plan to increase the usage of Infinite Campus parent portal.		General Fund	\$86	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
1. Implement the plan to increase the usage of Infinite Campus parent portal.		General Fund	\$129	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	September 2013
2. Assemble team, consisting of at least 3 outside stakeholders, to create the Instructional Improvement Plan.		General Fund	\$54	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	March 2014
2. Develop the Instructional Improvement Plan for the 2014-15 school year.		General Fund	\$1,400	<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input checked="" type="checkbox"/> NA	June 2014

**KW School Comprehensive Education Plan Meeting Agenda  
July 25, 2013**

**Participants:** Dean Johnson and Michelle Jaros

- **Review of 2013-2014 SCEP Requirement**
  
  
  
  
  
  
  
  
  
  
- **Fidelity and efficacy review of 2012-2013 SCEP**
  
  
  
  
  
  
  
  
  
  
- **Evaluation of 2012-2013 SCEP Activities**
  
  
  
  
  
  
  
  
  
  
- **Determine 2012-2013 SCEP Activities were effective and should remain in the 2013-2014 SCEP**



**KW School Comprehensive Education Plan Meeting Agenda**  
**August 1, 2013**

**Participants:** Dean Johnson, Michelle Jaros, Chris Ginestre

- **Re-examine School Review Report Strengths, Areas for Improvement, and Next Steps**
  
- **Develop a list of priorities and themes for 2013-2014 SCEP**
  
- **Review SCEP rubric tenets and statements of practice for Tenet 1**
  
- **Align the priorities and themes to the SCEP rubric tenets and statements of practice for Tenet 1**
  
- **Develop Specific, Measureable, Attainable, Realistic, and Timely (SMART) Goals and Activities for Tenet 1**

**KW School Comprehensive Education Plan Meeting Agenda  
August 5, 2013**

**Participants:** Dean Johnson, Michelle Jaros, Chris Ginestre

- **Review the list of priorities and themes for 2013-2014 SCEP**
  
- **Review SCEP rubric tenets and statements of practice for Tenet 2**
  
- **Align the priorities and themes to the SCEP rubric tenets and statements of practice for Tenet 2**
  
- **Develop Specific, Measureable, Attainable, Realistic, and Timely (SMART) Goals and Activities for Tenet 2**

**KW School Comprehensive Education Plan Meeting Agenda  
August 8, 2013**

**Participants:** Dean Johnson, Michelle Jaros, Chris Ginestre

- **Review the list of priorities and themes for 2013-2014 SCEP**
  
- **Review SCEP rubric tenets and statements of practice for Tenet 3**
  
- **Align the priorities and themes to the SCEP rubric tenets and statements of practice for Tenet 3**
  
- **Develop Specific, Measureable, Attainable, Realistic, and Timely (SMART) Goals and Activities for Tenet 3**



**Algebra 2 Trigonometry Meeting**  
**August 13, 2013**

Atten: Jack Blanch, Dawn Brown, Patrick Heyden, Dean Johnson, Phil Jarozs, 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.

**Focus School Meeting – KE and KW Combined**  
**August 15, 2013**

- 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. Dean, Michelle, and Chris (review of 2012-2013 SCEP)

**Administrative Meeting with Math and English CLS's**  
**August 15, 2013**

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 student 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 West High School**  
**2013-2014 SCEP Bullet Points of Measurable and Attainable Goals/Activities**

Statement of Practice	Goals/Activities
2.1	1. Professional Development for School Administration through Principal and Assistant Principal Meetings
2.2	1. Form a school vision committee 2. School vision committee will develop a school-wide vision aligned to school mission statement 3. Develop a school vision contest that will allow students to create an essay, poster, movie clip about how they live the school vision (winners will receive KW gear)
2.3	1. Redesign Instructional Support Team procedures and format in accordance with Response to Intervention protocol 2. Department data teams will analyze formative and summative data 3. Teachers will use formative and summative data to generate instructional strategies and best practices 4. Teachers will implement instructional strategies and best practices into their own my maps curriculum mapping software
2.4	1. Teachers will implement Student Learning Plans, for students who are failing, to address learning gaps 2. Academic Achievement Center teachers/teacher assistants will be assigned to at-risk students to monitor and review Student Learning Plans for at-risk students 3. Hold a Curriculum Night for parents and students to showcase academic program and course opportunities
2.5	1. Develop a complete list of Annual Professional Performance Review instructional “Look Fors” aligned to the Charlotte Danielson rubric and CCLS 2. Provide professional development to faculty on the use of the Tri-State Quality Review Rubric for Lessons and Units
3.1	1. Use KW School Review Report 2. A+ Educators 3. NTI
3.2	1. Develop professional development calendar 2. Provide monthly professional development for the implementation of CCLS and Bloom’s Taxonomy/Webb’s Depth of Knowledge in all curricular areas 3. Lesson plans and instructional strategies in all curricular areas will be aligned to CCLS and Tri-State Quality Review Rubric
3.3	1. Teachers will align lesson plans and instruction to the CCLS 2. Teachers will complete/refine curriculum maps to ensure that the maps and lesson plans are aligned to CCLS
3.4	1. Hold a Curriculum Night for parents and students to showcase academic program and course opportunities 2. Implement Electives Expo



3.5	<ol style="list-style-type: none"> <li>1. Meet with ELA and Mathematics Curriculum Learning Specialists to develop a professional development action plan based on data and CCLS</li> <li>2. School administrators will provide department leaders with a professional development plan and training for CCLS</li> <li>3. School administrators will provide faculty with a CCLS professional development plan during September 2013 Superintendent's Days</li> <li>4. Department Leaders will facilitate the identification of department areas of need as related to CCLS</li> <li>5. Department leaders will turn-key train department members on CCLS implementation both in planning and in practice</li> <li>6. Department leaders will provide school administrators monthly summary reports on the fidelity and efficacy of CCLS training</li> <li>7. School administrators will monitor progress via APPR process</li> </ol>
4.1	<ol style="list-style-type: none"> <li>1. District Literacy Summits</li> </ol>
4.2	<ol style="list-style-type: none"> <li>1. Teachers will use instructional best practices as aligned to the CCLS and Blooms Taxonomy/Webb's Depth of Knowledge</li> <li>2. Teachers will work with students to develop Student Learning Plans to address learning gaps</li> </ol>
4.3	<ol style="list-style-type: none"> <li>1. Teachers will modify lesson plans and instruction based upon the CCLS and Tri-State Quality Review Rubric for Lessons and Units</li> <li>2. Teachers will complete/refine curriculum maps to ensure that the maps and lesson plans are aligned to CCLS</li> </ol>
4.4	<ol style="list-style-type: none"> <li>1. All faculty and staff will receive professional development from the National Federation for Just Communities</li> </ol>
4.5	<ol style="list-style-type: none"> <li>1. Teachers will use Student Learning Plan data to improve instruction</li> </ol>
5.1	<ol style="list-style-type: none"> <li>1. All faculty and staff will receive professional development from the National Federation for Just Communities</li> </ol>
5.2	<ol style="list-style-type: none"> <li>1. Modify current Deans of Discipline Program and create school mentoring program</li> </ol>
5.3	<ol style="list-style-type: none"> <li>1. Investigate the feasibility of implementing Positive Behavior Intervention and Support</li> </ol>
5.4	<ol style="list-style-type: none"> <li>1. The school administration will conduct a monthly breakfast meeting with STUCO Officers</li> <li>2. Plan and facilitate the "Discovery Café" as a venue to obtain students' perspective on issues such as cultural awareness as well as school social and emotional support</li> <li>3. Conduct Family Engagement Survey</li> <li>4. Conduct Community Cafe</li> </ol>
5.5	<ol style="list-style-type: none"> <li>1. Redesign Instructional Support Team procedures and format in accordance with Response to Intervention protocol</li> <li>2. Provide professional development on the IST process and RTi</li> </ol>
6.1	<ol style="list-style-type: none"> <li>1. Electronic communication system</li> </ol>
6.2	<ol style="list-style-type: none"> <li>1. Plan and facilitate the "Discovery Café" as a venue to obtain student perspective on issues such as cultural awareness as well as school social and emotional support</li> </ol>

	<ol style="list-style-type: none"> <li>2. Develop KW school, program, and mission signage</li> <li>3. Plan and implement the 2013 Welcome Back Picnic</li> <li>4. Develop a quarterly school newsletter for parents and families</li> </ol>
6.3	<ol style="list-style-type: none"> <li>1. Conduct Family Engagement Survey</li> <li>2. Conduct Community Café</li> </ol>
6.4	<ol style="list-style-type: none"> <li>1. Plan and implement with the PTSA the 2013 Welcome Back Picnic</li> <li>2. Plan and implement with the PTSA Parent/Student Dance</li> <li>3. Facilitate delivery of Family Support Center resources for families at parent/community</li> </ol>
6.5	<ol style="list-style-type: none"> <li>1. Provide parents and families Infinite Campus Portal training at school parent/community events</li> </ol>

**KW School Comprehensive Education Plan Meeting Agenda  
August 19, 2013**

**Participants:** Dean Johnson, Michelle Jaros, Chris Ginestre

- **Review the list of priorities and themes for 2013-2014 SCEP**
  
- **Review SCEP rubric tenets and statements of practice for Tenet 3**
  
- **Align the priorities and themes to the SCEP rubric tenets and statements of practice for Tenet 3**
  
  
  
- **Develop Specific, Measureable, Attainable, Realistic, and Timely (SMART) Goals and Activities for Tenet 3**

**KW School Comprehensive Education Plan Meeting Agenda**  
**August 20, 2013**

**Participants:** Dean Johnson, Michelle Jaros, Chris Ginestre

- **Review the list of priorities and themes for 2013-2014 SCEP**
  
- **Review SCEP rubric tenets and statements of practice for Tenet 4**
  
- **Align the priorities and themes to the SCEP rubric tenets and statements of practice for Tenet 4**
  
- **Develop Specific, Measureable, Attainable, Realistic, and Timely (SMART) Goals and Activities for Tenet 4**

**Kenmore West High School  
Department Leaders Summer Retreat  
August 22, 2013**

**Learning Objectives (posted):**

1. Department leaders will be able to describe Chris Ginestre (international man of mystery).
2. Department leaders can produce a 3 minute skit to introduce Chris Ginestre to the staff.
3. Department leaders will understand the department leaders meeting schedule and format.
4. Department leaders will identify the differences in meeting format and role responsibilities.
5. Department leaders can recite the 5 KW priorities.
6. Department leaders can explain the professional development plan.
7. Department leaders will be able to plan and execute department-based professional development on domains 1 and 4.

**Materials/Resources:**

Department Leader Folders

-Agenda/Lesson Plan

-Chris Ginestre Resume

-APPR Rubric

-Department Leader/Professional Development

Calendar

-KW Big 5 Priorities

-Teachscape videos

**Alignment 2013-2014 KW Themes:**

- APPR Process
- PBIS
- Common Core Shifts

**Anticipatory Set:** Introduction activity.

**Procedure:**

1. Please enjoy some breakfast (9:00-9:10AM)
2. Retrieve your Department Leaders folder
3. Find someone who lives closest to you to be your partner
4. Each pair should log into a computer
5. Anticipatory Set
6. Transition
7. Big 5 Priorities Introduction
8. APPR Look For Activity
9. Review Big 5 Priorities
10. Professional development plan
11. Calendar meeting dates and times
12. Odds and Ends

**Assessment:**

-Reports out

-Ticket out the door

**Closure:**

Complete T-Chart comparison for department leadership meeting formats. Write similarities and differences between formats.

**KW School Comprehensive Education Plan Meeting Agenda**  
**August 22, 2013**

**Participants:** Dean Johnson, Michelle Jaros, Chris Ginestre

- **Review the list of priorities and themes for 2013-2014 SCEP**
- **Review SCEP rubric tenets and statements of practice for Tenet 5**
- **Align the priorities and themes to the SCEP rubric tenets and statements of practice for Tenet 5**
- **Develop Specific, Measureable, Attainable, Realistic, and Timely (SMART) Goals and Activities for Tenet 5**

**KW School Comprehensive Education Plan Meeting Agenda**  
**August 23, 2013**

**Participants:** Dean Johnson, Michelle Jaros, Chris Ginestre

- **Review the list of priorities and themes for 2013-2014 SCEP**
  
- **Review SCEP rubric tenets and statements of practice for Tenet 6**
  
- **Align the priorities and themes to the SCEP rubric tenets and statements of practice for Tenet 6**
  
  
- **Develop Specific, Measureable, Attainable, Realistic, and Timely (SMART) Goals and Activities for Tenet 6**



**KW School Comprehensive Education Plan Meeting Agenda  
August 26, 2013**

**Participants:** Dean Johnson, Michelle Jaros, Chris Ginestre

- **Review the list of priorities and themes for 2013-2014 SCEP**
  
  
- **Review SCEP Tenets 1-6**
  
  
- **Review SCEP rubric statements of practice Tenets 1-6**

## Kenmore West High School

### Tuesday September 3<sup>rd</sup> – All Teachers and 12 Month Employees Report

*\*Only Teachers/12 month employees report.*

*\*Team rosters are attached to e-mail.*

Times	Agenda	Location
8:15 – 8:45 AM	Anticipatory Set: Welcome Back, Introductions, and Ice Breaker	New Gym
8:50 – 9:30 AM	Procedure: Stations A, B, and C	<b>*Please refer to the Tuesday AM Team Assignments document (attached to email).</b> Station A – Room 253/254: Team Blue Station B - East Cafeteria: Team White Station C - Room 153/154: Team Black
9:40 – 10:15 AM	Procedure: Stations A, B, and C	Station A - Room 253/254: Team Black Station B - East Cafeteria: Team Blue Station C - Room 153/154: Team White
10:25 – 11:15 AM	Procedure: Stations A, B, and C	Station A - Room 253/254: Team White Station B - East Cafeteria: Team Black Station C - Room 153/154: Team Blue
11:15 – 11:30 AM	Closure Activity	Station A - Room 253/254: Team White Station B - East Cafeteria: Team Black Station C - Room 153/154: Team Blue
11:30 – 12:30 PM	Lunch	Lunch
12:30 – 3:30 PM	National Federation for Just Communities (NFJC) Cultural Diversity Training	<b>*Please refer to the Tuesday PM NFJC Group Assignments document (attached to email).</b> Group 1: Room 153/154 Group 2: Library Lab 1 Group 3: Library Floor Group 4: Room 253/254 Group 5: 3 <sup>rd</sup> Floor Faculty Room (339)

In each station administrators will present and discuss our three initiatives for the school year. The stations are as follows:

Station A – Big 5 School Priorities

Station B – APPR Look Forms

Station C – School Safety Procedures

**Kenmore West High School**  
**Department Leaders Meeting Agenda**  
 September 10, 2013

**Department Leaders:** Art, Business, English, FACS, Health, Library and Media, LOTE, Mathematics, Music, Physical Education, Science, School Counseling, Social Studies, Special Education, and Technology Departments

<b>Meeting Topics</b>	<b>Information</b>
<b>Teacher/Department</b> <ul style="list-style-type: none"> <li>▪ Good News</li> <li>▪ Updates</li> <li>▪ Concerns</li> </ul>	
<b>Administrative</b> <ul style="list-style-type: none"> <li>▪ Good News</li> <li>▪ Updates</li> <li>▪ Concerns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Kenmore West- US News Ranking - Silver Medal Best High School</li> <li>▪ School Comprehensive Education Plan (will be e-mailed for review)</li> <li>▪ Department Meeting Report Template</li> <li>▪ Senior Privilege - Revisited</li> <li>▪ School and Student Leadership Council (September 25<sup>th</sup>)</li> <li>▪ Shared Best Practices</li> <li>▪ SLO Updates/Pre-Assessments</li> <li>▪ Administrative Organization Chart</li> <li>▪ Respectful, Responsible, and Safe Message</li> </ul>
<b>Instruction</b>	<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>▪ June 2013 Regents Examination Performance Indicator Data</li> <li>▪ June 2013 Local Examination Data</li> </ul> <p><b>Action:</b>            SCEP – Tenet 3.5</p> <ul style="list-style-type: none"> <li>▪ Analyze 2013 Regents and Local Summative Data (individual department levels)</li> <li>▪ Teachers will analyze assessment results by performance indicators to identify areas of strength and areas of need.</li> <li>▪ Teachers will use data to drive the lesson plan revision process.</li> <li>▪ Develop an instructional-based action plan to address target areas for improvement</li> </ul>
	<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>▪ APPR – Additional Measures</li> <li>▪ Webb’s Depth of Knowledge</li> <li>▪ Check-In: Charlotte Danielson Domains 1 and 4</li> </ul>

	<p><b>Best Practice:</b></p> <ul style="list-style-type: none"><li>▪ Domain 1c: Setting Instructional Outcomes</li></ul>
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**PSTA Meeting Agenda  
September 17, 2013**

▪ **Welcome our new Assistant Principal**

▪ **Calendar**

- Open House
- Welcome Back Dance
- PTSA Welcome Back Picnic
- College Planning Night – 9/26/13(6:30PM)
- Emergency Dismissal Drill - 10/4/13
- Spirit Week – October 15-19<sup>th</sup>
- PSAT – October 16<sup>th</sup>
- January Regents Exams – All classes in session 1/27-1/30/14 (Friday 1/31/14 – No School- Grading Day)

▪ **Family Engagement Survey - 9/16 – 10/4/13 (Parent Portal)**

*\*Please do not complete the survey again if it was completed in May 2013.*

Please log onto Infinite Campus Parent Portal where you will find a link to the Family Engagement Survey. Your password for the Family Engagement Survey is KenTonFamily. The survey will be open from September 16th - October 4th.

▪ **Community Cafe - 10/22/13**

(Please click the above link for more information on the Community Cafe)

We will host a Community Café at Kenmore West for 36-48 parents and community members. This interactive event will take place in the school cafeteria from 6:30 – 8:30 PM.

*\*If you would like to be a part of this evening, please contact the school at (716) 874-8401.*

▪ **Sign-Up For Important School Notifications!**

In order to register your email address and receive Kenmore West event notifications and updates throughout the year, please send an email to Molly Ellen Donnellon at the following address: [mdonnellon@kenton.k12.ny.us](mailto:mdonnellon@kenton.k12.ny.us) We will submit your email address to a secured data base and use it to keep you better informed.

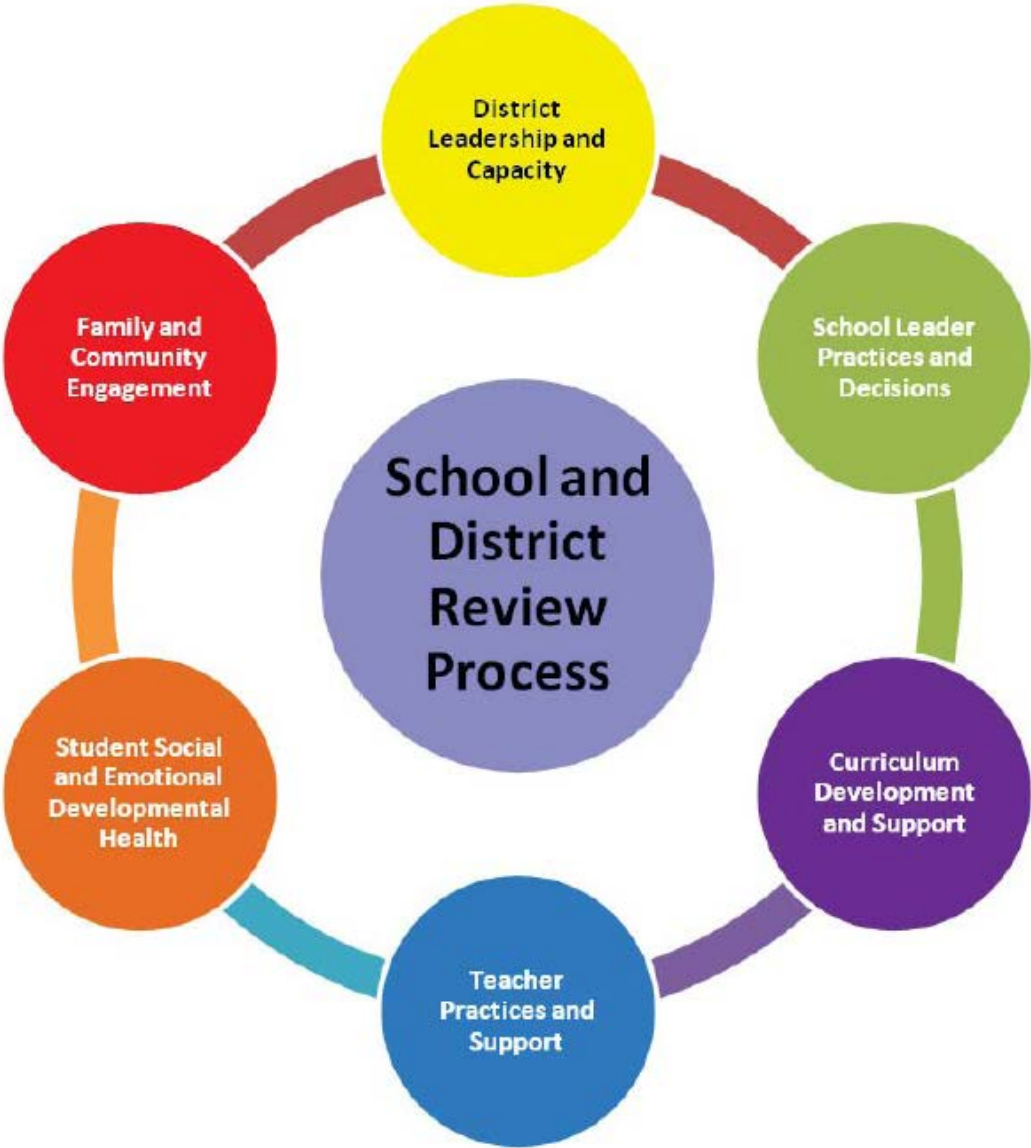
▪ **Kenmore West Big 5 Priorities**

1. Observable Student Learning Objectives/ I Can Statements Aligned to Common Core Instructional Shifts
2. Higher Order Thinking Skills
3. Charlotte Danielson “Look-Fors”
4. Common Core Instructional Shifts
5. Positive Student and Community Relationships

▪ **Focus School Data – Positive Growth!**

Graduation Sub-Group	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
Graduation Year	2010	2011	2012	2013
All Students	82.0%	83.0%	83.5%	86.4%
Identified Sub-Group	54.0% Ken-Ton District Rate	53.0% Ken-Ton District Rate	53.0% Ken-Ton District Rate	82.4% KW Rate

- **School Comprehensive Education Plan and School Review Process**



**\*Tenet 2 - School Leader Practices and Decisions:** Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

**TENET 2**

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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. Create a school vision by January 2014 that is aligned to the school mission statement and school priorities.		
2. Share school vision with all KW stakeholders by June 2014.		
3. 50% of the student body will know the school vision by June 2014.		

**TENET 2**

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 KW Instructional Support Team (IST) will be re-formatted to include level 1, level 2, and level 3 interventions in accordance with the Response to Intervention (RTi) model by October 2013.		
2. Share new RTI model with all faculty and staff by November 2013.		
3. All KW IST meetings will be conducted using the new RTi model by November 2013.		

**TENET 2**

<b>A. Statement of Practice Addressed</b>	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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. 10% of Teacher supervisory assignments will be designated to activities that increase academic achievement by September 2013.		

**TENET 2**

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2013, all Kenmore West administrators will establish criteria for APPR inter-rater reliability.		



**\*Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are \*\*\*appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

**Tenet 3**

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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 and Webb’s Depth of Knowledge across all curricular areas.		
<b>D. Goal(s):</b> 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. Create a professional development calendar by September 2013.		
2. Teachers will participate in monthly professional development that target best practices from September 2013 through June 2014.		

**Tenet 3**

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.
All lesson plans and curriculum maps are aligned to Common Core Instructional Shifts and Webb's Depth of Knowledge.
<b>D. Goal(s):</b> 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. Teachers will begin the process of refining curriculum map and lesson plan alignment to Common Core Instructional Shifts and Webb's Depth of Knowledge by December 2013.

**Tenet 3**

<b>A. Statement of Practice Addressed</b>	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input checked="" type="checkbox"/>	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
	3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2013, Department will analyze formative and summative data to identify areas strength and target areas of need in order to improve instruction.		
2. Departments will select and share one best practice aligned to Common Core Instructional Shifts and Webb's Depth of Knowledge on a monthly basis.		

**\*Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

**Tenet 4**

<b>A. Statement of Practice Addressed</b>	<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	<b>B. HEDI Rating:</b> <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	
<b>C. Major Recommendation(s)/Rationale:</b> 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 2013, Kenmore West administrators will participate in district professional development sessions that incorporate the principles of the CCLS Literacy Across the Disciplines.

**Tenet 4**

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
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**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. Student Learning Plans will be implemented at the end of each marking period to increase student achievement (November 2013, February 2014, April 2014, and June 2014).

2. Student Learning Plans will inform instructional strategies (November 2013, February 2014, April 2014, and June 2014).

**Tenet 4**

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
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**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.

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

**Tenet 5**

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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, engage the staff of the two Focus Schools to process the School Performance Scan survey data, and make recommendations for collaborative work regarding areas in need of improvement.		

**Tenet 5**

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<p><b>C. Major Recommendation(s)/Rationale:</b> 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.</p>		
<p><b>D. Goal(s):</b> 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>		
<p>1. By December 2013, the role of the Dean of Discipline will be remodeled to the role of advisor for at risk students.</p>		
<p>2. Advisor/Student will devise a success plan for students to support academic and social well-being.</p>		

**Tenet 5**

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<p><b>C. Major Recommendation(s)/Rationale:</b> 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.</p>		
<p><b>D. Goal(s):</b> 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>		
<p>1. Determine the feasibility of implementing PBIS at Kenmore West High School by December 2013.</p>		

**Tenet 5**

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2013, all stakeholders will have participated in a voice survey.		
2. By November 2013, all stakeholders will have participated in an engagement cafe.		

**Tenet 5**

<b>A. Statement of Practice Addressed</b>	<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input checked="" type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2013, the Instructional Support Team will use data to inform decisions about student's needs.		

**\*Tenet 6 - Family and Community Engagement:** The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

**Tenet 6**

<b>A. Statement of Practice Addressed</b>	<input type="checkbox"/> 6.1 <input checked="" 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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2014, school signs will be displayed that will welcome community members and promote the school mission and vision.

2. The school will conduct a Welcome Back Picnic in September 2013.

**Tenet 6**

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input 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. The school will elicit two-way communication with community stakeholders through a Family Engagement Survey and a Community Café.

2. The school will provide families a monthly newsletter that communicates school issues, priorities, and student achievement information.

**Tenet 6**

<b>A. Statement of Practice Addressed</b>	<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	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input 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. The school will partner with specific community agencies to improve family relationships and

family engagement.

**Tenet 6**

<b>A. Statement of Practice Addressed</b>	<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	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input 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 November 2013, improve parent access to school report card, individual student data, and the instructional improvement plan.
2. By May 2014, increase community stakeholders involvement in the development of the school's data-based instructional improvement plan.



# Kenmore West High School 2013-2014

## Big 5 Priorities



**West Is Best!**

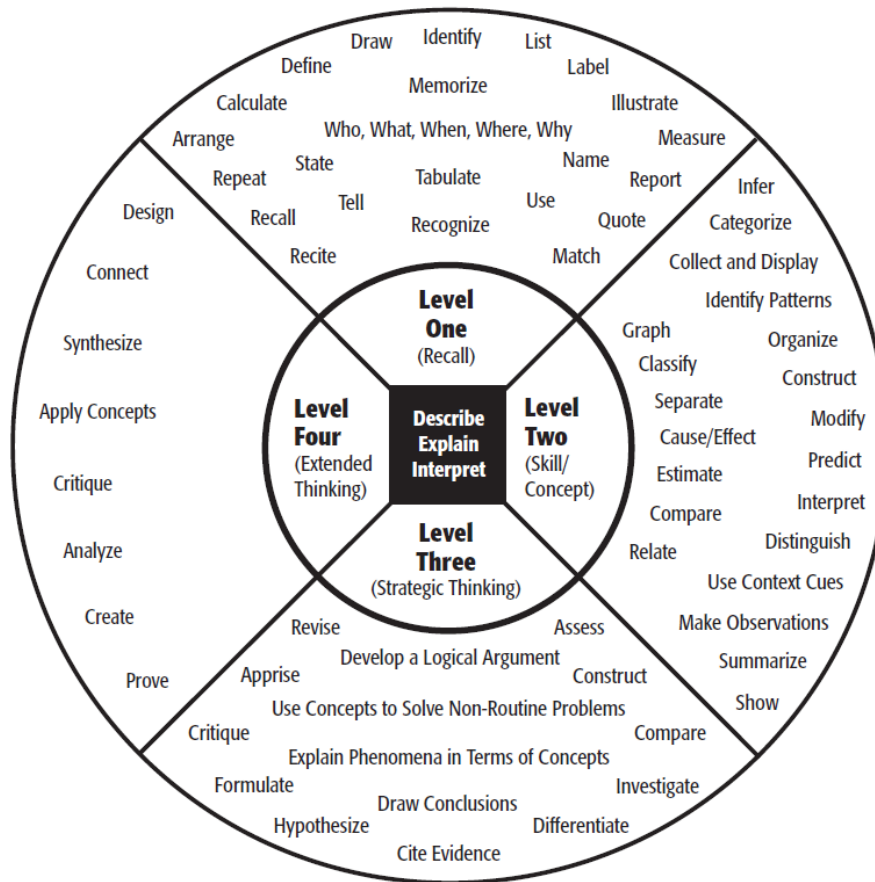
# ① Observable Student Learning Objectives/ I Can Statements Aligned to Common Core Instructional Shifts

West is Best Means:

- Student learning objectives / I can statements are posted in the classroom for every lesson plan
- Student learning objectives are aligned to CCSS

# 2 Higher Order Thinking Skills

## Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

## ③ Danielson “Look Fors”

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

2a: Creating an environment of respect and rapport

2b: Establishing a culture for learning

2c: Managing classroom procedures

2d. Managing Student Behavior

2e: Organizing physical space

3a: Communicating with students

3b: Using questioning / prompts and discussion

3c: Engaging students in learning

3d: Using Assessment in Instruction

3e: Demonstrating flexibility and responsiveness

4a: Reflecting on Teaching

4b: Maintaining Accurate Records

4c: Communicating with Families

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

# ④ Common Core Instructional Shifts

## Pedagogical Shifts demanded by the Common Core State Standards

There are twelve shifts that the Common Core requires of us if we are to be truly aligned with it in terms of curricular materials and classroom instruction. There are six shifts in Mathematics and six shifts in ELA/ Literacy.

Shifts in ELA/Literacy		
Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Shifts in Mathematics		
Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

## Nine Critical Themes of Common Core State Standards

- Higher-order thinking
- Use of evidence to support positions and justify conclusions
- Integrating rigorous texts and helping students process them
- Collaboration, dialogue, and student presentations
- Regular writing in all content areas as a tool for learning, demonstrating understanding, and formal communication
- Research and media skills
- Technology and digital media
- Mastery and use of academic vocabulary
- Content has structure

## INSTRUCTIONAL SHIFTS CHECKLIST: 15 Checkpoints

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Time: \_\_\_\_\_

1. \_\_\_ Close Reading with text annotation
2. \_\_\_ See/Think/Wonder protocol
3. \_\_\_ Referring back to the text; giving text-based answers
4. \_\_\_ Fluency practice (Math)
5. \_\_\_ Using higher order thinking verbs (Bloom's Taxonomy):

Knowledge/ Recall	Comprehension/ Explain	Application/ Use	Analysis/ Take Apart	Synthesis/ Make new	Evaluation/ Judge it
Define	Cite	Apply	Analyze	Adapt	Characterize
Find	Interpret	Chart	Categorize	Anticipate	Classify
Identify	Locate	Choose	Classify	Build	Compare
List	Paraphrase	Collect	Compare	Choose	Contrast
Name	Report	Construct	Contrast	Combine	Correlate
Quote	Restate	Demonstrate	Correlate	Compare	Conclude
Recall	Rephrase	Determine	Divide	Construct	Debate
Recite	Summarize	Develop	Debate	Convert	Deduce
Select	Give examples	Establish	Discriminate	Design	Determine
State	Illustrate	Identify	Distinguish	Develop	Dispute
Tell	Compare	Imitate	Examine	Elaborate	Disprove
View	Contrast	Predict	Function	Estimate	Discriminate
Who	Relate	Prepare	Motive	Formulate	Focus
What	Classify	Produce	Focus	Integrate	Illustrate
Why	Summarize	Provide	Infer	Minimize	Infer
When		Show	Prioritize	Maximize	Justify
Which		Use	Relate	Model	Prioritize
How				Modify	Prove
How many				Plan	Support
				Produce	Recognize
				Suppose	Rule on/out
					Relate
					Select
					Separate

6. \_\_\_ Reading like detectives (nuances in meaning, Big Ideas, find supporting details)
7. \_\_\_ Writing like reporters (academic vocabulary, justify and defend with evidence)
8. \_\_\_ Using models and student exemplars
9. \_\_\_ Hearing metacognitive "think alouds"
10. \_\_\_ "I do, we do, you try, you do" (Gradual Release)
11. \_\_\_ Working collaboratively; students in groups practicing collective inquiry
12. \_\_\_ Use of SLGs (IWBAT:)
13. \_\_\_ Total Participation (80% cognitively engaged)
14. \_\_\_ Using formatives with instructional shifts: (Cold Call/Whiteboards/fist-to-five/exit tickets/turn and talk/think, pair, share/quick write)
15. \_\_\_ 40/60% or greater teacher/student talk time with student higher-order questions and extended responses student to student; student to teacher

## INSTRUCTIONAL SHIFTS CHECKLIST: 15 Checkpoints

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Time: \_\_\_\_\_

### Secondary Evidence-Based Practice (From Marzano)

- Visibly posted objective
- Strategically sequenced instructional goals
- Embedded Universal Design
- Direct instruction (modeling, guided practice, independent practice)
- Instructional outcomes linked to adult use
- Corrective extended feedback
- Think alouds
- Visual (graphic organizers, visual prompts)
- Rubrics
- Diverse texts at a range of readability levels
- Guided writing
- Probing questions (higher-order)
- Note-taking
- Paraphrasing
- Flexible groupings/collaborations
- Writing strategies: planning, revising, editing
- Summarization
- Student developed weekly capture sheets
- Collaborative Writing
- Peer review
- High interest, relevant and personalized materials
- Text-marking and coding evidence
- Academic vocabulary strategies
- Close reads
- Use of meta-cognitive strategies
- Purposeful groupings
- Positive reinforcement
- Opportunities for choice
- Self-assessment/Peer critique
- Analysis discussions
- Evidence-based discussions
- Student developed Bloom's question
- Progress monitoring w/student conferencing
- Student voice in intervention planning



# ⑤ Positive Student and Community Relationships

West is Best Means:

- Exploring feasibility of Positive Behavior Intervention Supports

# **Themes for the 2013-2014 School Year**

- Annual Professional Performance Review Process

- Shifts to Common Core Learning Standards

- Positive Behavior Intervention Supports

# Big 5 School Priorities

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Kenmore West High School

Superintendent's Day

September 4, 2013





# Welcome!

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- Please have a seat in one of the grouped desks (3-4 per group)
- As a group, write down as many of the 5 school priorities you can remember from last year.
- Write down why these individual priorities were priorities last year?



## Last Year's 5 Priorities

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- Use of tier 2 and 3 vocabulary words
- Use of higher level thinking questions
- Student engagement
- Clear learning objectives with modes of assessing student learning and instructional efficacy
- Commitment to forming positive student relationships

# This Session's Learning Objectives

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- ❑ Teachers will be able to **compare** the difference between the 2012-2013 and 2013-2014 KW priorities.
- ❑ Teachers can **draw connections** between the 2012-2013 School Review Report and the 2013-2014 Big 5 Priorities
- ❑ Teachers will be able to **describe** the professional development plan for the 2013-2014 school year and the role of department leaders and departments
- ❑ Teachers will be able to **state** three areas of school growth and improvement from the 2012-2013 school year.

# School Comprehensive Education Plan (SCEP)





# KW School Review with District Oversight

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- Tenet 3 - Curriculum Development and Support:  
The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.
- 3.2
- 3.3
- 3.4
- 3.5



## Activity – (10 minutes)

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- Each group (3-4) will review one sub-tenet from the School Review Report and do the following:
  1. Determine a writer, reporter, time keeper, and facilitator
  2. Develop 3 important conclusion statements from your designated sub-tenet for:
    - Strengths (3 conclusion statements)
    - Next Steps (3 conclusion statements)
    - Areas for Improvement (some sub-tenets may not have)
  3. Report out (whole session) the conclusion statements and essential learning for the sub-tenet



# Connections Between School Review and the 2012-2013 School Priorities

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- Use of tier 2 and 3 vocabulary words
- Use of higher level thinking questions
- Student engagement
- Clear learning objectives with modes of assessing student learning and instructional efficacy
- Commitment to forming positive student relationships

# Connections Between School Review and **New 2013-2014 Big 5 Priorities**

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- ❑ Observable Student Learning Objectives
- ❑ Higher Order Thinking Skills
  - Webb's Depth of Knowledge
  - Silver and Strong
- ❑ Danielson "Look Fors"
- ❑ Common Core Instructional Shifts
- ❑ Positive Student and Community Relationships

# How do we support the Big 5 School Priorities?

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## Professional Development Plan



Measurement:  
How did we do in 2012-2013?  
Where are we now?

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# Suspension Trend Data

<b>Totals</b>	<b>2009- 20110</b>	<b>2010- 2011</b>	<b>2011- 2012</b>	<b>2012- 2013</b>
Suspensions	198	188	137	84
Boys	155	125	95	57
Girls	43	63	42	27

# Course Failure Trend Data

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	<b>2009 - 2010</b>	<b>2010 - 2011</b>	<b>2011 - 2012</b>	<b>2012 - 2013</b>
Number of Failures	376	410	329	237



# Graduation Trend Data

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<b>Student Groups</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
All Students	82%	78%	82%	83%	83.5%	86.4%





# Next Steps

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- ❑ School Comprehensive Education Plan  
(Due September)
- ❑ Family Engagement Survey  
(September 16<sup>th</sup> - October 4<sup>th</sup>)
- ❑ Community Café (October 22<sup>nd</sup>)
- ❑ Faculty and Staff Survey  
(September 23<sup>rd</sup> –October 4<sup>th</sup>)
- ❑ NYSED School Review (TBD)



Thank You!!!

# KW School Comprehensive Education Plan DRAFT 9-17-13

- **Focus School Data – Positive Growth!**

Graduation Sub-Group	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
Graduation Year	2010	2011	2012	2013
All Students	82.0%	83.0%	83.5%	86.4%
Identified Sub-Group	54.0% Ken-Ton District Rate	53.0% Ken-Ton District Rate	53.0% Ken-Ton District Rate	82.4% KW Rate

- **School Comprehensive Education Plan and School Review Process**



## KW School Comprehensive Education Plan DRAFT 9-17-13

**\*Tenet 2 - School Leader Practices and Decisions:** Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

### TENET 2

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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. Create a school vision by January 2014 that is aligned to the school mission statement and school priorities.		
2. Share school vision with all KW stakeholders by June 2014.		
3. 50% of the student body will know the school vision by June 2014.		

### TENET 2

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 KW Instructional Support Team (IST) will be re-formatted to include level 1, level 2, and level 3 interventions in accordance with the Response to Intervention (RTi) model by October 2013.		
2. Share new RTI model with all faculty and staff by November 2013.		
3. All KW IST meetings will be conducted using the new RTi model by November 2013.		

# KW School Comprehensive Education Plan DRAFT 9-17-13

## TENET 2

<b>A. Statement of Practice Addressed</b>	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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. 10% of Teacher supervisory assignments will be designated to activities that increase academic achievement by September 2013.		

## TENET 2

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2013, all Kenmore West administrators will establish criteria for APPR inter-rater reliability.		

## KW School Comprehensive Education Plan DRAFT 9-17-13

**\*Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are \*\*\*appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

### Tenet 3

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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 and Webb’s Depth of Knowledge across all curricular areas.		
<b>D. Goal(s):</b> 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. Create a professional development calendar by September 2013.		
2. Teachers will participate in monthly professional development that target best practices from September 2013 through June 2014.		

### Tenet 3

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
All lesson plans and curriculum maps are aligned to Common Core Instructional Shifts and Webb’s Depth of Knowledge.		
<b>D. Goal(s):</b> 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. Teachers will begin the process of refining curriculum map and lesson plan alignment to Common Core Instructional Shifts and Webb’s Depth of Knowledge by December 2013.		

# KW School Comprehensive Education Plan DRAFT 9-17-13

## Tenet 3

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2013, Department will analyze formative and summative data to identify areas strength and target areas of need in order to improve instruction.		
2. Departments will select and share one best practice aligned to Common Core Instructional Shifts and Webb's Depth of Knowledge on a monthly basis.		

**\*Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

## Tenet 4

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input checked="" type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2013, Kenmore West administrators will participate in district professional development sessions that incorporate the principles of the CCLS Literacy Across the Disciplines.		

# KW School Comprehensive Education Plan DRAFT 9-17-13

## Tenet 4

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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. Student Learning Plans will be implemented at the end of each marking period to increase student achievement (November 2013, February 2014, April 2014, and June 2014).		
2. Student Learning Plans will inform instructional strategies (November 2013, February 2014, April 2014, and June 2014).		

## Tenet 4

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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.		



## KW School Comprehensive Education Plan DRAFT 9-17-13

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

### Tenet 5

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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, engage the staff of the two Focus Schools to process the School Performance Scan survey data, and make recommendations for collaborative work regarding areas in need of improvement.		

### Tenet 5

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2013, the role of the Dean of Discipline will be remodeled to the role of advisor for at risk students.		
2. Advisor/Student will devise a success plan for students to support academic and social well-being.		

# KW School Comprehensive Education Plan DRAFT 9-17-13

## Tenet 5

<b>A. Statement of Practice Addressed</b>	<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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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. Determine the feasibility of implementing PBIS at Kenmore West High School by December 2013.		

## Tenet 5

<b>A. Statement of Practice Addressed</b>	<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 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2013, all stakeholders will have participated in a voice survey.		
2. By November 2013, all stakeholders will have participated in an engagement cafe.		

## Tenet 5

<b>A. Statement of Practice Addressed</b>	<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input checked="" type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2013, the Instructional Support Team will use data to inform decisions about student's needs.		

## KW School Comprehensive Education Plan DRAFT 9-17-13

**\*Tenet 6 - Family and Community Engagement:** The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

### Tenet 6

<b>A. Statement of Practice Addressed</b>	<input type="checkbox"/> 6.1 <input checked="" 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>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> 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.		
<b>D. Goal(s):</b> 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 2014, school signs will be displayed that will welcome community members and promote the school mission and vision.		
2. The school will conduct a Welcome Back Picnic in September 2013.		

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<b>D. Goal(s):</b> 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 school will elicit two-way communication with community stakeholders through a Family Engagement Survey and a Community Café.		
2. The school will provide families a monthly newsletter that communicates school issues, priorities, and student achievement information.		

# KW School Comprehensive Education Plan DRAFT 9-17-13

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<b>D. Goal(s):</b> 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 school will partner with specific community agencies to improve family relationships and family engagement.		

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<b>D. Goal(s):</b> 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 2013, improve parent access to school report card, individual student data, and the instructional improvement plan.		
2. By May 2014, increase community stakeholders involvement in the development of the school's data-based instructional improvement plan.		