

Syracuse City



School District

## School Improvement Plan

State Improvement Plan + **Preventative Strategies Plan**

2017-2018



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**Dr. King Elementary\*\***

**\*\*Principal, Andrea Ellis-Smith\*\***

# **INTRODUCTION**

## **Syracuse City School District School Improvement Plan**

The Office of Student Support Services (OSSS) is collaborating with the Office of Shared Accountability (OSA) to distribute, support and progress monitor each school's comprehensive school improvement plan. This plan is referred to as the Syracuse City School District School Improvement Plan. It is a combination of the school's state or local plan (SIG, SCEP, LAP or CIP) and the preventative strategies plan (PSP). The state plan has as its primary focus improving the academic achievement of all students and the preventative strategies plan has as its focus elements of schooling that are arguably of equal importance to the instructional core, namely, social emotional learning. Higher performing schools have strong and deliberate structures, programs, and practices that address both academic and social emotional needs (Rutledge et. al, 2015).

Each building in the Syracuse City School District (SCSD) is responsible for creating a safe, civil, and respectful school culture and climate, where staff is providing a sound, quality education. The Syracuse City School District School Improvement Plan will contain: 1) The State Plan, which is based upon the academic performance of either all students or a particular subgroups. It provides an opportunity to reflect on the practices that exist within a school and then create a plan to improve student academic outcomes. 2) The Preventative Strategies Plan (PSP) which will define and describe the social, emotional and cultural goals of each building, and identify the strategies to be used in the development and maintenance of a positive culture and climate.

The focus areas of each component of the SCSD School Improvement Plan are not mutually exclusive. Social cognitive theory suggests that when schools attend to both students' academic and social learning needs, adults engage in practices that enhance students' self-efficacy beliefs, sense of belonging, and the development of agency. Through these practices, administrators and teachers promote a culture of high expectations for students' academic success, (Margolis & McCabe, 2003).

This guidance is accompanied by the templates for your State Plan and your PSP, which are expected to be fully completed and submitted to your Assistant Superintendent. This will initiate a chain of review and approvals that may include additional edits by your school team, and that end with all documents submitted, with approvals, back to the Office of Shared Accountability. Successful completion will require your school team to review data and collaborate with school staff to ensure a strong start to the 2017-2018 school year. All plans should be developed with implementation in mind.

The Preventative Strategies Plan is your school’s culture plan. What vision do you have for the culture of your school? How is your vision aligned with the District’s vision to have vibrant and support school cultures? What actions will your school community engage in to achieve your vision... to achieve the District’s vision of developing and maintaining vibrant and supportive school cultures?

The SCSD has identified five pillars that will help develop and maintain vibrant school cultures: supportive relationships, engaging learning environments, restorative approaches, socio-emotional supports, and school safety and student supervision. The strategies outlined in your school’s PSP (Culture Plan) should be aligned with these ideals.

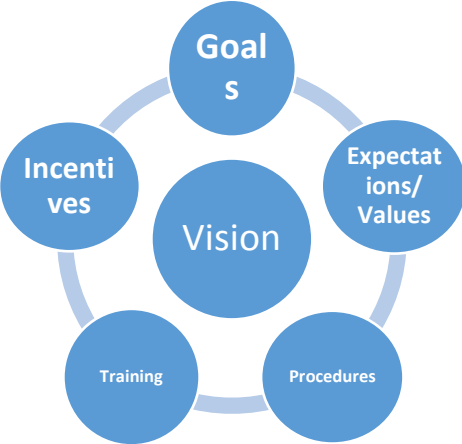
### **Preventative Strategies Plan (Culture Plan) Framework**

Our district’s academic goals rely upon student achievement. By consistently engaging in actions that reinforce the five pillars in your school, you will create the conditions required for students to succeed academically. The bedrock of academic achievement is strong social emotional skills: Self-efficacy, self-regulation, grit, a growth mindset, cognitive stamina, etc. Well planned, and consistent implementation of your Preventative Strategies Plan is critical for the successful integration of the five pillars into your school’s culture. School culture is what you *Practice, Promote and Permit*, and your school climate is dictated by school culture. Lastly, deciding what will be practiced, promoted and permitted must be approached with a lens of cultural responsiveness. This means you seek to have equity, access, opportunity and fairness for all members of your community.



This guidance document is designed to be sequential and build upon itself. It requires administrators and building teams to review data to assess current conditions in their school and develop a vision for your school’s future. Goals, expectations, values, procedures, incentives, and training will be determined by the building’s vision.

**PSP Guidance Format**



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## Section 1: 2016-17 School Vision and Goals

### 1.1 Vision for School Culture and Climate

Using the conclusions you reached after reviewing your data (School Stat memo, qualitative data, discipline data, restorative practices data, etc.) please write a succinct culture and climate vision for your school depicting what your team will be working toward in the 2017-18 school year.

The vision for Dr. King Elementary School is still our belief that we will continue to strive as a community school where there are high expectation every day and for everyone. The four major goals for the upcoming school year will be to (a) decrease the total number of Level II and Level III behaviors by 4% (b) continue with the schoolwide PBIS system for positive reinforcement and community events, (c) increase parent involvement within the school and community by 5%, and (d) increase community partnerships by 5%. To address Cultural Responsive Education (CRE) component for staff and students, Dr. King will continue with its No Nonsense Nurturing program. In addition, this school year Peaceful Schools and its curriculum will be introduced to staff and students. Administration will implement quarterly PD specifically tailored to Cultural Relevant Education (CRE) and its impact on the culture and climate of our building. We will continue with our vision is, “Every Day, Every One, High Expectations.”

#### **School Safety**

The quarter 3 discipline data from 2016/2017 suggested that overall, there was a decrease in referable behaviors for grades K-5 when compared to the previous school year. However, the majority of referrals were for *emotional outburst which causes harm and physical aggression with a student*. This suggested that there is a need for additional support and resources that address the psychological and socioemotional well-being of students in grades 1-3. For the 2016/2017 school year, a coach list was developed for high flyers with the input of the School Intervention Team (SIT) and its admin. Three external agencies (Trauma Response Team (TRT), Family Support for Student Success (FSSS), and Promise Zone) were also a part of the process. The TRT serviced 60 students specific to Level III behaviors. The team also served schoolwide First Responders. Administration, the SIT, and teachers developed schoolwide behavior plans for at-high risks students. In such circumstances, the behavior plan superseded the NNN hierarchy of discipline established and revised for each grade level. Lastly, this year the leadership lunch program was implemented for grades 4 and 5.

#### **Social and Emotional Supports**

For the 2017/2018 school year, Peaceful Schools and its curriculum will be implemented to address CRE. Peaceful School (PS) purpose will serve two-fold. One, to address the socioemotional and maladaptive behaviors displayed by students. Two, to implement restorative practices and peaceful circles adopted by Native American cultural practices.

## Restorative Approaches

For the 2016/2017 school year, restorative circles were implemented. Third, Fourth, and Fifth graders participated in the circles which occurred bi-weekly with various topics discussed. The intent is that in the upcoming school year students will serve as peer ambassadors for restoring peace and conflict among fellow students. In addition, there will be quarterly PD that addresses the impact of CRE and Cultural Relevant Teaching (CRT).

### 1.2 Preventative Strategies Goals

The student-level indicators of success for 2017-18 Preventative Strategies Plans will be derived directly from the district roadmap. The overall district goals relate to students' academic success. The district road map recognizes culture and climate goals as a building block for the overall district goals. The district's culture and climate goals will serve as the foundation for goals at the school level.

District Outcomes			
Increased Academic Achievement (measured by testing)		Increased number of students on-track for advancement and graduation	
District Culture and Climate Goals			
Reduced Referral Rates	Reduced Referral Disproportionality for Students of Color and Students with Disabilities	Reduced Out of School Suspension Recidivism	Increased Student Attendance Rates
School-Wide Culture and Climate Goals			
You will determine goals and metrics for staff and students in your school			

Each goal in your PSP should be S.M.A.R.T. (Specific, Measurable, Ambitious, Relevant, and Time bound), tied specifically to the five pillars, and the District Roadmap. The goals should focus on **schoolwide** behaviors and outcomes.

<p>In developing your school-based goals and metrics, consider:</p> <ul style="list-style-type: none"> <li>○ Data presented in Section 1 of the PSP</li> <li>○ Your vision statement</li> <li>○ School Receivership Demonstrable Improvement Indicators (if applicable)</li> <li>○ State School Improvement Plan goals (SCEP, SIG, LAP, Receivership, CIP)</li> </ul>	<p>Feedback from School review</p> <ul style="list-style-type: none"> <li>○ Supportive relationships: Tenet 6</li> <li>○ Engaging learning environments: Tenet 4</li> <li>○ Restorative approaches: Tenet 5</li> <li>○ Socio-emotional supports: Tenet 5</li> <li>○ School safety and student supervision: Tenet 4</li> </ul>
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<i>Pillar Alignment</i>	<i>Culture and Climate Goals</i>	<i>Metrics that will be use to Progress Monitor</i>
<b>Supportive Relationships</b>	Positive reinforcement and daily morning meetings/restorative circles occurring in the classroom.	Check for teacher compliance through administrative/ IST walk through.
<b>Engaging Learning Environments</b>	<b>95% or higher intrinsic</b> student engagement	Classroom Walkthrough Tools (CWTs), Intervention Walkthrough Tools, and observations.
<b>Restorative Approaches</b>	Increase the number of restorative circles that occur throughout the school year. Provide staff with specific tools that will encourage and support daily restorative circles occurring in the classrooms.	Administration, IST, and MCL written and verbal feedback. Staff development planned School social working will push in to provide modeling and feedback.

<b>Social and Emotional Supports and Interventions</b>	Decrease the number of Level II behaviors by 8% and decrease In School Suspension and Out of School S recidivism by 2%.	Data gathered through Educator’s Handbook for discipline, quarterly school memo data reports, and individual student data collected at SIT meetings.
<b>School Safety and Student Supervision</b>	Decrease Level III behaviors by 5% by the end of June 2018.	Educator’s Handbook, individual student data collected at the SIT meetings, and feedback provided by the health services when applicable.

*District Provided Culture and Climate Goals 2017-18*

If schools are meeting their Culture and Climate goals then we should see improvement to the district’s Culture and Climate outcomes. Progress monitoring of goals should be conducted monthly at your D/SCT meetings

<b>Culture and Climate Behavior Indicators</b>	<i>School Goal</i>	<i>What strategies will you implement to accomplish this goal?</i>
Reduced Referral Rates 15/16 Baseline: 16/17 Interim:	There will be a student average of <b>2.23</b> referrals or fewer.	<b>We are going to achieve this by providing students with assigned coaches based on BAG data, implementing daily restorative circles within the classrooms, and utilizing the Peaceful Schools staff and curriculum specific to reducing youth violence as outlined within their proposal.</b>



17/18		
<p>Reduced OSS Disproportionality</p> <p>15/16 Baseline:</p> <p>16/17 Interim:</p> <p>17/18</p>	<p>Suspensions for students of color will be within <b>2.8%</b> of the subgroup enrollment.</p> <p>Suspensions for students with disabilities will be within <b>18.4%</b> of the subgroup enrollment.</p>	<p><b>We are going to achieve this by....</b></p> <p><b>School wide PBIS at 3 levels individual, classroom and whole school.</b></p> <p><b>Implement common language using MVP wording and procedures.</b></p> <p><b>Using NNN protocol</b></p> <p><b>Use of restorative practices</b></p> <p><b>Parent Involvement in the school</b></p>
<p>Reduced Recidivism</p> <p>15/16 Baseline:</p> <p>16/17 Interim:</p> <p>17/18</p>	<p>OSS recidivism will be <b>38.1%</b> or less.</p>	<p><b>We are going to achieve this by....</b></p> <p><b>School wide PBIS at 3 levels individual, classroom and whole school.</b></p> <p><b>Implement common language using MVP wording and procedures.</b></p> <p><b>Using NNN protocol</b></p> <p><b>Use of restorative practices</b></p> <p><b>Parent Involvement in the school</b></p>
<p>Chronic Absenteeism Rate</p> <p>15/16 Baseline:</p>	<p>The chronic absenteeism rate will be <b>23.2%</b></p>	<p><b>We are going to achieve this by....</b></p> <p><b>Tracking daily attendance placing the top 3 classes on the morning announcements.</b></p> <p><b>Meeting with parents to be proactive about student attendance concerns.</b></p>

16/17 Interim:		<b>Tracking student attendance on a weekly bases.</b>

***District Provided Academic Goals 2017-18***

If schools are meeting their Culture and Climate goals then this should have impact on improvement to the district’s Teaching and Learning outcomes. Progress monitoring of academic goals should be conducted weekly at grade level team meetings, and monthly at your D/SCT meetings.

<b>Culture and Climate Academic Indicators</b>	<i>School Goal</i>	<i>What strategies will you implement to accomplish this goal?</i>
Increased STAR Student Growth Percentile	Pending	<p>We are going to achieve this by...</p> <p>Small group differentiated instruction in all classrooms</p> <p>WIN-(What I Need ) school-wide reading and math intervention program for targeted intervention in ELA/ MATH</p> <p>AIS targeted intervention in Math in ELA</p> <p>School-wide independent reading routines at all grade levels that are connected to daily reading instruction in order to build reading stamina and fluency</p> <p>Systematic, daily use of Lexia and Dreambox in order to develop fluency in reading and mathematics</p>
Increased STAR Overall Proficiency	Pending	<p>We are going to achieve this by...</p> <p>Weekly grade level data tracking and analysis during common planning time with the instructional support team and administration</p>

Increased STAR Intervention Level	Pending	We are going to achieve this by... Weekly grade level data tracking and analysis during common planning time with the instructional support team and administration
Increased Reading Level Growth Percentile	Pending	We are going to achieve this by... Weekly grade level data tracking and analysis during common planning time with the instructional support team and administration

<p>Increased Percent Correct for specified ANET Literacy Standards</p>	<p>Pending</p>	<p>We are going to achieve this by...</p> <p>Weekly grade level data tracking and analysis during common planning time with the instructional support team and administration</p> <p>Monthly planning and ANET data analysis with Tiffany Campau and the Dr. King instructional coach in order to analyze standards that we need to revisit with students</p> <p>Creation of ANET action plans in order to utilize assessment data to drive future instruction</p>

## Section 2: School and Classroom Management

### 2.1 School-wide Expectations

When expectations are defined, all adults can teach and model the expected behaviors across all school settings. Your goals from Section 1 should determine the expectations you have for your staff and students for the upcoming school year. Expectations should determine how staff and students are to act on a day-to-day basis in your school.

Using your school goals, please define 3-5 behavioral expectations. Expectations should be succinct, positive and clearly stated. They should be identical to your school values. The school creed could also be inserted above the chart below.

<b>School Creed</b>		
<b>Everyday, Everyone High expectations the Dr. King Way</b>		
<b>Expectation</b>	<b>Definition</b>	<b>Example Statement</b>
<i>Be Here/ Be Ready</i>	Do your personal best Be in your seat when lesson begins Follow directions as soon as given Have supplies ready, in or on desk	Students will not give up when adversity arises in school or their life. They will face the obstacles by looking for support and continuing forward to academic success. Staff will not give up when supporting students that need additional support beyond Tier 1 and Tier 2
<i>Be Safe</i>	Walk Hands at side Feet and chairs on floor Solve your own problems in a peaceful way	Students will not walk out of class. Students will work to follow all teacher directions.
<i>Be Caring</i>	Use kind words and manners Be a good friend Help others Share Be truthful	Students supports other students in school. Students help support teacher and always work to do personal best.
<i>Be Respectful</i>	Raise hand/ wait turn Ask before touching other's property Voice Level 0-2 Listen silently while others are speaking Eyes on speaker Hands at rest	Students speak and listen to each other with respect. Students are free of horseplay and inappropriate touching.

### 2.2 School-wide Procedures

You should outline the most important procedures for your building and the precise steps that are required to those procedures. The procedures that you develop should be derived from the expectations/values you communicated in section 2.1.

The procedures that you write should be in the form of observable behaviors so that you can easily monitor whether or not student and staff behaviors are meeting your expectations.

Procedures should be written in step-by-step format as in the example below. Language and tone should be age-appropriate and translated so that you are able to communicate *both* student and staff procedures with your students and their families.

Procedure	Student Procedure	Staff Procedure
Moving in the Hallway	1) Students will use MVP for hallway expectations at Dr. King. M - Hands by your side V - Voice at Level 0 P - Walking on the silver line or 2 <sup>nd</sup> tile from the wall.	1) Staff should be in the hallway at a designated location to monitor students. 2) Staff should have respectful and nurturing interactions with students. 3) Staff should engage students in “small talk” to develop relationships when given the opportunity.
Dismissal	1) Students will use MVP for dismissal procedures. M - Walk with a purpose: single file line, hands at your side, to designated area V - Voice Level 1 P - Walking on silver line or 2 <sup>nd</sup> tile from the wall	1) Staff in the classroom should have students sitting and prepared for the dismissal. 2) Teachers assigned to hall duty should be at their assigned pm post ready for the next class. 3) Staff should clear floors and be sure students are safely moving to their designated area.
Using the Restroom	1) Students will use MVP for restrooms M - Walking into the bathroom with empty hands. V - Voice Level 0 P - Use toilet appropriately	1) Teacher takes students to the bathroom at the assigned time. 2) Teacher writes a pass for students needing to use the bathroom during an emergency situation (this is limited).
Cafeteria	1) Students will use MVP for cafeteria expectations. M - Stay in assigned seat V - Voice level 2 P - Raise your hand before you get out of your seat	1) Teacher of class before lunch escorts students down to the cafeteria. 2) Teacher stays until group is sitting quietly. 3) Teacher takes their lunch. 4) When applicable, the teacher of next class picks up students for the next period (e.g. Enrichment or intervention transitions.)
Gymnasium	1.) Students enter the gymnasium at a voice level zero and wait for instructions from the teacher of record.	1.) Teacher is to ensure that their students are prepared to enter the gymnasium at a voice level zero.
Assemblies	1) Students will follow the MVP for assembly behavior. M - Walk into Gym in a straight line; sit legs	1) Teachers wait to be called down with their class. 2) Teachers walk students quietly in the

	<p>crossed in designated area</p> <p>V - Voice Level 0</p> <p>P - Sit in straight rows by class, leaving spaces between</p>	<p>halls.</p> <p>3) Class enter the auditorium at a voice level.</p> <p>4) Class sit in assigned areas of the auditorium.</p> <p>5) Class keep eyes on speakers and are at a voice level 0 during the presentation.</p> <p>6) Class leaves at a voice level 0 when called for dismissal.</p>
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Expectation/Procedure	Daily	Weekly	Monthly	Quarterly
Vision	100% of students will receive explicit instructions and follow-up activities targeting the PBIS matrix.	100% of students will receive explicit instructions and follow-up activities targeting the PBIS matrix.	100% of students will receive explicit instructions and follow-up activities targeting the PBIS matrix.	100% of students will receive explicit instructions and follow-up activities targeting the PBIS matrix.
Mission	<p>To collaborate with staff to ensure proper implementation of PBIS/NNN interventions to decrease the number of Level II and Level III behaviors.</p> <p>To ensure the school climate and culture is inclusive to all students and families being served.</p>	Weekly communications sent to staff providing updates on school events.	Bi-weekly building level PD offered specific to CRE ensuring that the mission and vision of the building and district are adhered to.	<p>100% student and teacher participation in quarterly discipline assemblies.</p> <p>85% participation in monthly PD. Additionally, monthly CRE PD is provided to individual grade levels during Common Planning Time (CPT).</p>
<i>Expectations</i>	To address the socioemotional needs of our students, 100% of classroom will participate in morning meetings/restorative circles as daily check-ins.	Weekly incentives are established with the homeroom teacher. They determine the number of points the students will earn in order to receive an incentive (e.g. weekly students earn 25-30 Dojos to select a “whacky prize” on Fridays.	<p>Homeroom teacher established a monthly goal for classes to reach a specific number of DOJO points. Once Star balls are filled, teacher offer a class-wide incentive.</p> <p>Monthly, there is a KARES Day schoolwide. Each month there is a theme (e.g. Cinco de Mayo). This is a schoolwide initiative.</p>	100% student and teacher participation in quarterly discipline assemblies.

			Monthly School Climate Team meetings where data is analyzed.	
<i>Procedures</i>	Use of the MVP language established through the NNN.	<p>Students walking in the hallways at a voice level O on the right side with their hands to their side in a single file formation.</p> <p>Students and adults responding to the prompt, “My Hands up, Your Hands up”. The prompt suggests that everyone goes to a voice level O and focus their eyes on the speaker.</p>	<p>Bi-weekly meetings with administration to analyze data submitted for BIC/ISS and Educators Handbook.</p> <p>Bi-weekly meetings with the SCT to develop schoolwide events specific to learning and the culture of the building.</p>	<p>Quarterly discipline assemblies with incentives attached to remind students of the 4 B’s and following the policies and procedures set forth.</p> <p>Quarterly discipline and data is submitted to the School Culture and Climate Team (SCT). The data is reviewed, feedback is provided, and recommendations are made on ways in which to improve behaviors.</p>
Code of Conduct, Character, and support	<p>Students will follow the PBIS system and NNN Discipline Hierarchy established per grade level.</p> <p>The PBIS system is extended to include buses. Each driver has a set of bus DOJOs that are distributed to students who follow the 4 B’s (Be Ready and Be On-Time, Be Safe, and Be Caring).</p>	Weekly incentives are provided per classroom teacher for DOJOs earned.	<p>Students will follow the PBIS system and NNN Discipline Hierarchy established per grade level.</p> <p>The PBIS system is extended to include buses. Each driver has a set of bus DOJOs that are distributed to students who follow the 4 B’s (Be Ready and Be On-Time, Be Safe, and Be Caring).</p>	Quarterly discipline assemblies are implemented to ensure that students are following through with schoolwide behavior expectations. The assemblies are themed (e.g. No Bullying Zone, Creating a Positive Culture for our School).

## Section 3: Trainings/Professional Development on Vision, and Expectations and Procedures

Each member of the community should be supporting the vision with every word and deed. Every student and staff member in the school is expected to know and

Activity/Resources Include Target Participants  (Inputs)	Goals, Dosage, Frequency, Timeline & Follow Up & Support  (Outputs)	Person(s) Responsible	Connection to 2017- 2017 SCSD PD Focus Strands Check all that apply.	What is the expected impact of the PD?  (Outcomes)	Budget
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follow the school-wide expectations. Regular teaching of the expectations and procedures should become part of the school culture. Teaching of the expectations and procedures should be given the same importance as an academic lesson – there should be a fully planned lesson with objectives, activities, assessments and incentives.

### 3.1 Training for Students on Vision, Mission, Expectations, Procedures and Code of Conduct, Character and Support

*Discipline means to teach*

### 3.2 Training for Staff: School-Based Professional Development Plan 2017-2018

<p><b>1. Standards &amp; Content</b>  a. CKLA  <u>Activity:</u> Standards Deconstruction  <u>Resources:</u> Marisa Montalto, CKLA Curriculum, standards deconstruction template, CCSS  <u>Participants:</u>  Pre-K-2 Teachers  Instructional Support Team/MCLs  b. 3-5 ELA District Curriculum  <u>Activity:</u> Standards Deconstruction  <u>Resources:</u> Rhonda Zajac, Kate Franz, District Curriculum, standards deconstruction template, CCSS  <u>Participants:</u>  3-5 Teachers  Instructional Support Team/MCLs    <u>Activity:</u> Transitioning from Reading Street to District Curriculum  <u>Resources:</u> Tiffany Campau (A-Net), Rhonda Zajac, Kate Franz, district curriculum  <u>Participants:</u> 3<sup>rd</sup>-5<sup>th</sup> Grade Teachers  Instructional Support Team/MCLs    <u>Activity:</u> Teacher Text Talks  <u>Resources:</u> Tiffany Campau (A-Net), text talk protocol, Rhonda Zajac, Kate Franz  <u>Participants:</u> 3<sup>rd</sup>-5<sup>th</sup> Grade Teachers</p>	<p><b>1. Standards &amp; Content</b>  a. CKLA  <u>Activity:</u> Standards Deconstruction  <u>Goals:</u> Unpack standards down to the objectives  <u>Dosage:</u> 90 mins/day  <u>Frequency:</u> 5times per wk.  <u>Timeline:</u> Mon-Fri  <u>Follow-up:</u> PK-2 In-service  <u>Support:</u> District PD by Coach, MCL  b. 3-5 ELA District Curriculum  <u>Activity:</u> Standards Deconstruction  <u>Goals:</u> To bridge the performance gap and prepare students to be successful won NYS assessments  <u>Dosage:</u> 90 min/day  <u>Frequency:</u> 5 times per wk.  <u>Timeline:</u> Mon-Fri.  <u>Follow-up:</u> In-Service for teachers in grades 3-5  <u>Support:</u> District PD, Coach, MCL's    <u>Activity:</u> Transitioning from Reading Street to District Curriculum  <u>Goals:</u> To prepare students for the rigors of Common Core Instruction and Testing  <u>Dosage:</u> 90 min/day  <u>Frequency:</u> 5 times per week  <u>Timeline:</u> Monday-Fri.  <u>Follow-up:</u> grade 3-5 teachers  <u>Support:</u> District PD, In-service, Common Planning Time  <u>Activity:</u> Teacher Text Talks  <u>Goals:</u> Increase teacher</p>	<p><b>1. Standards &amp; Content</b>  a. CKLA  <u>Activity:</u> Standards Deconstruction  <u>Person(s) Responsible:</u> Julia Yeatts, Instructional Coach  b. 3-5 ELA District Curriculum  <u>Activity:</u> Standards Deconstruction  <u>Person(s) Responsible:</u> Instructional Coach    <u>Activity:</u> Transitioning from Reading Street to District Curriculum  <u>Person Responsible:</u> Instructional Coach, District Support    <u>Activity:</u> Teacher Text Talks  <u>Person Responsible:</u> Instructional Coach, A-Net Consultant  c. Math  <u>Activity:</u> Standards Deconstruction  <u>Person Responsible:</u> Instructional Coach  <u>Activity:</u> Understanding Work of the Grade (Major/Supporting/Additional Standards)  <u>Person Responsible:</u> Instructional Coach, A-Net Consultant    <u>Activity:</u> Aspects of Rigor (Conceptual, Procedural, Application)  <u>Person Responsible:</u> Instructional Coach, A-Net</p>	<p>1. Standards &amp; Content  a. Pre-K-2 CKLA  b. 3-5 District Curriculum  c. Math  d. Vertical/Horizontal Planning  e. Standards Tracking  f. Writing  g. Goal Setting  h. Progress Monitoring    2. Core 4 &amp; Pedagogy  o Targeted Instruction  -Lesson Planning for Differentiated Instruction (Whole Group &amp; Small Group) – ELA &amp; Math  -WIN (What I Need) Intervention – ELA &amp; Math  -CKLA Assessment &amp; Remediation Guide  -Progress Monitoring  o Data Driven Decisions  -STAR – ELA &amp; Math  -A-NET – ELA &amp; Math  -Benchmark Testing – ELA &amp; Math  -Progress Monitoring</p>	<p><b>Short Term Outcomes</b>  Better understanding of how to plan engaging lessons.    <b>Mid-Term Outcomes</b>  An increase in student scores in content areas specific to ELA, Math, and Science.    <b>Long-Term Outcomes</b>  Proficiency is lesson planning that engages the students through Cultural Relevant practices.    An increase in student performances in all content areas.</p>	<p>Budget Source:    Extension:    Supplies:    Consultants:    Travel:    Other:</p>
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<p>c. Math  <u>Activity:</u> Standards Deconstruction  <u>Resources:</u> Pearson Consultant, Melanie Cifanelli, Michelle Mone, EnVision Curriculum, standards deconstruction template, CCSS  <u>Participants:</u> K-5 Teachers Instructional Support Team/MCLs</p> <p><u>Activity:</u> Understanding Work of the Grade (Major/Supporting/Additional Standards)  <u>Resources:</u> Tiffany Campau, Michelle Mone, Instructional Coach, EnVision curriculum, A-Net  <u>Participants:</u> 2<sup>nd</sup>-5<sup>th</sup> Grade Teachers Instructional Support Team/MCLs</p> <p><u>Activity:</u> Aspects of Rigor (Conceptual, Procedural, Application)  <u>Resources:</u> Tiffany Campau, Michelle Mone, Melanie Cifanelli, EnVision curriculum, A-Net  <u>Participants:</u> 2<sup>nd</sup> -5<sup>th</sup> Grade Teachers Instructional Support Staff/MCLs</p> <p>d. Vertical/Horizontal Planning  <u>Activity:</u> Horizontal - Grade Level Teams review deconstructed standards &amp; prioritize objectives</p>	<p>understanding of curriculum and how to implement it effectively  <u>Dosage:</u> minimum of 3 hours  <u>Frequency:</u> three separate times  <u>Timeline:</u> Summer 2017  <u>Follow-up:</u> 2017-2018 academic year In-service  <u>Support:</u> Coach, MCL, District PD</p> <p>c. Math  <u>Activity:</u> Standards Deconstruction  <u>Goals:</u> to improve curriculum planning and pacing  <u>Dosage:</u> 30 minutes per session  <u>Frequency:</u> 3-5 times per week  <u>Timeline:</u> Monday-Friday  <u>Follow-up:</u> Common Planning Time  <u>Support:</u> Inservice directed by Coach and MCL</p> <p><u>Activity:</u> Understanding Work of the Grade (Major/Supporting/Additional Standards)  <u>Goals:</u> To understand curriculum to improve instructional planning  <u>Dosage:</u> 3 hours/each  <u>Frequency:</u> at least 3 PD sessions  <u>Timeline:</u> Fall 2017  <u>Follow-up:</u> In service PD  <u>Support:</u> Coaches, MCL</p> <p><u>Activity:</u> Aspects of Rigor (Conceptual, Procedural, Application)</p>	<p>Consultant</p> <p>d. Vertical/Horizontal Planning  <u>Activity:</u> Horizontal - Grade Level Teams review deconstructed standards &amp; prioritize objectives  <u>Person Responsible:</u> Instructional Coach, MCL</p> <p><u>Activity:</u> Vertical – Grade Level Teams meet with grade level above &amp; grade level below to review deconstructed standards &amp; prioritize objectives  <u>Person Responsible:</u> Instructional Coach, MCL</p> <p>e. Standards Tracking  <u>Activity:</u> Guiding staff through standards tracking  <u>Person Responsible:</u> Instructional Coach, MCL</p> <p>f. Writing  <u>Activity:</u> District Writing Program Overview  <u>Person Responsible:</u> Instructional Coach, District Support</p> <p><u>Activity:</u> Support &amp; Ongoing PD  <u>Person Responsible:</u> Instructional Coach, MCL</p> <p><u>Activity:</u> Process Writing  <u>Person Responsible:</u> Instructional Coach, MCL</p> <p>g. Goal Setting</p>	<p>-Data Tracking – ELA &amp; Math</p> <ul style="list-style-type: none"> <li>o Student Reflection &amp; Ownership</li> </ul> <p>-No Nonsense Nurturing</p> <ul style="list-style-type: none"> <li>o Integrated Digital Content</li> </ul> <p>-Personalized Blended Learning</p> <ul style="list-style-type: none"> <li>-Lexia</li> <li>-Dreambox</li> <li>-Progress Monitoring</li> </ul> <p>3. Culturally Responsive Education</p> <ul style="list-style-type: none"> <li>-No Nonsense Nurturing</li> </ul> <p>4. Restorative Practices</p> <ul style="list-style-type: none"> <li>-Peaceful Schools</li> <li>-Restorative Circles</li> </ul> <p>5. Systematically Marginalized Groups (including ELL &amp; Special Education)</p> <ul style="list-style-type: none"> <li>-Differentiation &amp; Modification of lessons</li> </ul> <p>6. Community &amp; Family Engagement</p> <ul style="list-style-type: none"> <li>-Strengthening relationships between school &amp; family &amp;</li> </ul>		
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<p><u>Resources:</u> Britt Britton (Insight), standards deconstruction template, reflection template, CCSS <u>Participants:</u> Pre-K-5 Teachers Instructional Support Team/MCLs</p> <p><u>Activity:</u> Vertical – Grade Level Teams meet with grade level above &amp; grade level below to review deconstructed standards &amp; prioritize objectives <u>Resources:</u> Britt Britton (Insight), standards deconstruction template, reflection template, CCSS <u>Participants:</u> Pre-K-5 Teachers Instructional Support Team<sup>MCLs</sup></p> <p>e. Standards Tracking <u>Activity:</u> Guiding staff through standards tracking <u>Resources:</u> CCSS, tracking document <u>Participants:</u> Pre-K-5 Teacher Instructional Support Team/MCLs</p> <p>f. Writing <u>Activity:</u> District Writing Program Overview <u>Resources:</u> Rhonda Zajac, Kate Franz, district chosen writing curriculum <u>Participants:</u> 3<sup>rd</sup> Grade Teachers Instructional Support Team/MCLs</p>	<p><u>Goals:</u> To improve student performance <u>Dosage:</u> 3 hours each session <u>Frequency:</u> 3 PD sessions <u>Timeline:</u> Fall 2017 <u>Follow-up:</u> In-Service and during CPT <u>Support:</u> District PD and from Coach and MCL’s</p> <p>d. Vertical/Horizontal Planning <u>Activity:</u> Horizontal - Grade Level Teams review deconstructed standards &amp; prioritize objectives <u>Goals:</u> To improve planning and instructional design <u>Dosage:</u> 30/min sessions <u>Frequency:</u> 3-5 times per week <u>Timeline:</u> throughout 2017-2018 academic school year <u>Follow-up:</u> In-Service and during CPT <u>Support:</u> Coach, Instructional Support Team and MCL’s</p> <p><u>Activity:</u> Vertical – Grade Level Teams meet with grade level above &amp; grade level below to review deconstructed standards &amp; prioritize objectives <u>Resources:</u> Britt Britton (Insight), standards deconstruction template, reflection template, CCSS <u>Participants:</u> Pre-K-5 Teachers Instructional Support Team/MCLs</p> <p>e. Standards Tracking <u>Activity:</u> Guiding staff</p>	<p><u>Activity:</u> Based on School-Wide ELA &amp; Math Goal &amp; Data, set grade-level &amp; classroom goals <u>Person Responsible:</u> Instructional Support Team</p> <p>h. Progress Monitoring <u>Activity:</u> Create &amp; establish progress monitoring tools for STAR, Benchmark Tests, Intervention, small group instruction <u>Person Responsible:</u> Amy Chandler, Instructional Coach, MCL</p> <p><b>2. CORE 4 &amp; Pedagogy</b></p> <ul style="list-style-type: none"> <li>o <b>Targeted Instruction</b> <ul style="list-style-type: none"> <li>a. Lesson Planning for Differentiated whole group and small group instruction <u>Activity:</u> Collaborative Lesson Planning <u>Person Responsible:</u> Instructional Coach, MCL</li> <li>b. WIN ( What I Need) Intervention – ELA &amp; Math <u>Activity:</u> Data Analysis/Students Placement <u>Person Responsible:</u> Instructional Coach, MCL</li> <li>c. CKLA Assessment &amp; Remediation Guide <u>Activity:</u> Unpack the Assessment &amp; Remediation Guide <u>Person Responsible:</u> Marisa Montalto,</li> </ul> </li> </ul>	<p>community</p> <p>7. Other Accountable Talk</p>		
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<p><u>Activity:</u> Support &amp; Ongoing PD  <u>Resources:</u> Rhonda Zajac, Kate Franz, district chosen writing curriculum  <u>Participants:</u> 3<sup>rd</sup> Grade Teachers  Instructional Support Team/MCLs</p> <p><u>Activity:</u> Process Writing  <u>Resources:</u> Amy Chandler, MCL's, Instructional Coach, district chosen writing program  <u>Activity:</u> Guide staff in establishing a writing routine that will support the district chosen 3<sup>rd</sup> grade writing curriculum  <u>Participants:</u> Pre-K-5 Teachers  Instructional Support Team/MCLs</p> <p>g. Goal Setting  <u>Activity:</u> Based on School-Wide ELA &amp; Math Goal &amp; Data, set grade-level &amp; classroom goals  <u>Resources:</u>  <u>Participants:</u> Pre-K-5 Teachers  Instructional Support Team/MCLs</p> <p>h. Progress Monitoring  <u>Activity:</u> Create &amp; establish progress monitoring tools for STAR, Benchmark Tests, Intervention, small group instruction  <u>Resources:</u> Amy Chandler, Instructional Coach, STAR, Insight</p>	<p>through standards tracking  <u>Goals:</u> To set goals for instruction and assess data  <u>Dosage:</u> 2-3 hours  <u>Frequency:</u> weekly  <u>Timeline:</u> throughout 2017-2018 academic school year  <u>Follow-up:</u> Data conferences  <u>Support:</u> Data folders, In-Service, PD</p> <p>f. Writing  <u>Activity:</u> District Writing Program Overview  <u>Goals:</u> To improve and add consistency to the writing that is taught school wide  <u>Dosage:</u> 30 mins/day  <u>Frequency:</u> Monday-Friday  <u>Timeline:</u> 2017-2018 academic school year  <u>Follow-up:</u> ongoing PD  <u>Support:</u> Coach, MCL's, Instructional Support Team</p> <p><u>Activity:</u> Support &amp; Ongoing PD  <u>Goals:</u> To establish school wide norms and goals of practice  <u>Dosage:</u> 50 mins  <u>Frequency:</u> 2 times per month  <u>Timeline:</u> 2017-2018 school year  <u>Follow-up:</u> after school PD  <u>Support:</u> Coach, administrative team, outside agencies, MCL's, Instructional Support Team</p> <p><u>Activity:</u> Process Writing  <u>Resources:</u> Amy Chandler, MCL's, Instructional Coach, district chosen writing</p>	<p>Instructional Coach, MCL</p> <p>d. Progress Monitoring  <u>Activity:</u> Quarterly Meeting to review progress monitoring  <u>Person Responsible:</u>  Amy Chandler, Instructional Coach, MCL</p> <p><b>3. Data Driven Decisions</b></p> <p>a. STAR ELA &amp; Math  <u>Activity:</u> Data Analysis/Action Plan  <u>Person Responsible:</u>  Instructional Coach, MCL</p> <p>b. A-Net ELA &amp; Math  <u>Activity:</u> Data Analysis/Action Plan  <u>Person Responsible:</u>  Instructional Coach, MCL</p> <p>c. Benchmark Testing ELA &amp; Math  <u>Activity:</u> Data Analysis/Action Plan  <u>Person Responsible:</u>  Instructional Coach, MCL</p> <p>d. Data Tracking ELA &amp; Math  <u>Activity:</u> Quarterly meeting to review Data Tracking for ELA &amp; Math  <u>Person Responsible:</u>  Instructional Coach, MCL</p> <p><b>4. Student Reflection &amp; Ownership</b></p> <p>a. No Nonsense Nurturing  <u>Activity:</u> No Nonsense Nurturing – the academic component</p>			
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<p><u>Participants:</u> Pre-K-5 Teachers Instructional Support Staff, MCLs</p> <p><b>2. CORE 4 &amp; Pedagogy</b></p> <ul style="list-style-type: none"> <li>o <b>Targeted Instruction</b></li> <li>a. Lesson Planning for Differentiated whole group and small group instruction <u>Activity:</u> Collaborative Lesson Planning <u>Resources:</u> Instructional Support Staff/MCLs <u>Participants:</u> Pre-K-5 Teachers Instructional Support Staff/MCLs</li> <li>b. WIN ( What I Need) Intervention – ELA &amp; Math <u>Activity:</u> Data Analysis/Students Placement <u>Resources:</u> Britt Britton, Nicole Brec, Tiffany Campau, Instructional Support Staff/MCLs <u>Participants:</u> K-5 Teachers Instructional Support Staff/MCLs</li> <li>c. CKLA Assessment &amp; Remediation Guide <u>Activity:</u> Unpack the Assessment &amp; Remediation Guide <u>Resources:</u> Marissa Montalto, Instructional Coach, MCL <u>Participants:</u> Pre-K-2 Instructional</li> </ul>	<p>program <u>Goals:</u> To improve students abilities in process writing <u>Dosage:</u> 30 min/day <u>Frequency:</u> Mon-Fri <u>Timeline:</u> 2017-2018 <u>Follow-up:</u> In service, District PD <u>Support:</u> Coach, administration, MCL’s, Instructional Support Team</p> <p>g. Goal Setting <u>Activity:</u> Based on School-Wide ELA &amp; Math Goal &amp; Data, set grade-level &amp; classroom goals <u>Goals:</u> Regularly review and set ELA &amp; Math goals <u>Dosage:</u> 2-3 hours <u>Frequency:</u> every 5 weeks <u>Timeline:</u> 2017-2018 academic school year <u>Follow-up:</u> data folders, data meetings <u>Support:</u> administration, Coach, MCL, Instructional Support Team</p> <p>h. Progress Monitoring <u>Activity:</u> Create &amp; establish progress monitoring tools for STAR, Benchmark Tests, Intervention, small group instruction <u>Goals:</u> monitoring academic progress of students <u>Dosage:</u> 30 minutes per class <u>Frequency:</u> every 5 weeks <u>Timeline:</u> 2017-2018 school year <u>Follow-up:</u> assess findings with staff <u>Support:</u> plan In-service and PD around findings</p>	<p><u>Person Responsible:</u> Vynesha Johnson</p> <p><b>5. Restorative Practices</b></p> <ul style="list-style-type: none"> <li>a. Peaceful Schools <u>Activity:</u> Program Overview <u>Person Responsible:</u> Peaceful School Staff</li> <li>b. Restorative Circles <u>Activity:</u> The Impact of Restorative Circles/Conversations <u>Person Responsible:</u> Singleton, Ginty</li> </ul> <p><b>6. Systematically Marginalized Groups (including ELL &amp; Special Education)</b></p> <ul style="list-style-type: none"> <li>a. Differentiation &amp; Modification of Lessons <u>Activity:</u> How to effectively differentiated and modify lessons for ELL &amp; SPED Students <u>Person Responsible:</u> SPED &amp; ELL Teachers</li> </ul> <p><b>7. Community &amp; Family Engagement</b></p> <ul style="list-style-type: none"> <li>a. Strengthening relationships between home, school, and community. <u>Activity:</u> How to strengthen relationships between school, family and community <u>Person Responsible:</u> Administration</li> </ul> <p><b>8. Other</b></p> <ul style="list-style-type: none"> <li>a. Accountable Talk <u>Activity:</u> What does</li> </ul>			
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<p>Coach/MCL</p> <p>d. Progress Monitoring  <u>Activity:</u> Quarterly Meeting to review progress monitoring  <u>Resources:</u> Administration, Instructional Staff/MCL's Britton, Brec, Campau  <u>Participants:</u> Pre-K-5 Teachers  Instructional Support Staff/MCLs</p> <p>o <b>Data Driven Decisions</b></p> <p>a. STAR ELA &amp; Math  <u>Activity:</u> Data Analysis/Action Plan  <u>Resources:</u> Instructional Support Staff, Tiffany Campau, Britt Britton, Nicole Brec  <u>Participants:</u> K-5 Teachers  Instructional Support Staff/MCLs</p> <p>b. A-Net ELA &amp; Math  <u>Activity:</u> Data Analysis/Action Plan  <u>Resources:</u> Instructional Support Staff, Tiffany Campau, Britt Britton, Nicole Brec  <u>Participants:</u> Gr. 2-5 Teachers  Instructional Support Staff/MCLs</p> <p>c. Benchmark Testing ELA &amp; Math  <u>Activity:</u> Data Analysis/Action Plan  <u>Resources:</u> Instructional Support Staff/MCLs</p>	<p><b>2. CORE 4 &amp; Pedagogy</b></p> <p>o <b>Targeted Instruction</b></p> <p>a. Lesson Planning for Differentiated whole group and small group instruction  <u>Activity:</u> Collaborative Lesson Planning  <u>Goals:</u> To meet the needs of all students learning styles and needs  <u>Dosage:</u> min. 30 minutes  <u>Frequency:</u> 3 times per week  <u>Timeline:</u> during Common Planning Time (CPT)  <u>Follow-up:</u> Individual Planning Time Support from Coach, MCL, IST</p> <p>b. WIN ( What I Need) Intervention – ELA &amp; Math  <u>Activity:</u> Data Analysis/Students Placement  <u>Goals:</u> To place students in data aligned groupings to best meet their academic needs in ELA and Math  <u>Dosage:</u> 30 min/day  <u>Frequency:</u> 5 days/week  <u>Timeline:</u> 2017-2018 school year  <u>Follow-up:</u> groups are re-designed every 10 weeks  <u>Support:</u> STAR testing, ANET data, classroom teacher recommendation</p> <p>c. CKLA Assessment &amp; Remediation Guide  <u>Activity:</u> Unpack the Assessment &amp; Remediation Guide  <u>Goals:</u> To assess student</p>	<p>Accountable Talk look like and sound like?  <u>Person Responsible:</u>  Instructional Coach, MCL</p>			
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<p><u>Participants:</u> Pre-K-5 Teachers Instructional Support Staff/MCLs</p> <p>d. Data Tracking ELA &amp; Math <u>Activity:</u> Quarterly meeting to review Data Tracking for ELA &amp; Math <u>Resources:</u> Administration, Instructional Support Staff/MCLs <u>Participants:</u> Pre-K-5 Teachers Instructional Support Staff/MCLs</p> <p><b>3. Student Reflection &amp; Ownership</b></p> <p>a. NNN <u>Activity:</u> No Nonsense Nurturing – Academic and Behavioral component <u>Resources:</u> Vynasha Johnson (CT3), NNN Coaches <u>Participants:</u> Pre K-5 Teachers Instructional Support/MCLs</p> <p><b>4. Restorative Practices</b></p> <p>a. Peaceful Schools <u>Activity:</u> Program Overview <u>Resources:</u> Peaceful Schools Staff <u>Participants:</u> Pre K-5 Teachers Instructional Support Staff/MCLs</p> <p>b. Restorative Circles</p>	<p>understanding and mastery <u>Dosage:</u> 90 mins/day <u>Frequency:</u> As needed <u>Timeline:</u> 2017-2018 school year <u>Follow-up:</u> additional CKLA training for teachers as needed <u>Support:</u> District CKLA Support staff, Coach, MCL’s d. Progress Monitoring <u>Activity:</u> Quarterly Meeting to review progress monitoring <u>Goals:</u> To assess academic progress. Review changes necessary <u>Dosage:</u> 5 hours <u>Frequency:</u> Quarterly <u>Timeline:</u> 2017-2018 school year <u>Follow-up:</u> As needed <u>Support:</u> Administration, Coach, MCL’s, District Staff (as needed)</p> <p><b>2. Data Driven Decisions</b></p> <p>a. STAR ELA &amp; Math <u>Activity:</u> Data Analysis/Action Plan <u>Goals:</u> Regularly assess student growth in ELA and Math <u>Dosage:</u> 30-40 minutes per subject <u>Frequency:</u> every 10 weeks <u>Timeline:</u> 2017-2018 school year <u>Follow-up:</u> quarterly <u>Support:</u> Coach, librarian, MCL’s, IST</p> <p>b. A-Net ELA &amp; Math <u>Activity:</u> Data Analysis/Action Plan</p>				
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<p><u>Activity:</u> The Impact of Restorative Practices/Conversations  <u>Resources:</u> Singleton, Alex, Ginty, Merrick  <u>Participants:</u> Pre-K-5 Teachers  Instructional Support Staff/MCLs</p> <p><b>5. Systematically Marginalized Groups (including ELL &amp; Special Education)</b></p> <p>a. Differentiation &amp; Modification of Lessons  <u>Activity:</u> How to effectively differentiated and modify lessons for ELL &amp; SPED Students  <u>Resources:</u> SPED Teachers, ELL Teachers, Instructional Support Staff, MCLs  <u>Participants:</u> Pre-K-5 Teachers  Instructional Support Staff/MCLs</p> <p><b>6. Community &amp; Family Engagement</b></p> <p>a. Strengthening relationships between school, family, and community  <u>Activity:</u> How to strengthen relationships between school, family and community  <u>Resources:</u> Singleton, Ginty, V. Johnson  <u>Participants:</u> Pre-K-5 Teachers  Instructional Support Staff/MCLs</p>	<p><u>Goals:</u> Review student performance  <u>Dosage:</u> 1 test in each academic area  <u>Frequency:</u> 4 times per year  <u>Timeline:</u> 2017-2018 school year  <u>Follow-up:</u> as needed  <u>Support:</u> entire school</p> <p>c. Benchmark Testing ELA &amp; Math  <u>Activity:</u> Data Analysis/Action Plan  <u>Goals:</u> Review student achievement, growth, performance  <u>Dosage:</u> 30-60 mins  <u>Frequency:</u> weekly/bi-weekly  <u>Timeline:</u> 2017-2018 school year  <u>Follow-up:</u> In-service, PD  <u>Support:</u> Coach, MCL, District staff (as needed)</p> <p>d. Data Tracking ELA &amp; Math  <u>Activity:</u> Quarterly meeting to review Data Tracking for ELA &amp; Math  <u>Goals:</u> To assess student performance  <u>Dosage:</u> 4-5 hours  <u>Frequency:</u> every ten weeks  <u>Timeline:</u> 2017-2018 school year  <u>Follow-up:</u> as needed  <u>Support:</u> Coach, administration, MCL's, IST</p> <p><b>3. Student Reflection &amp; Ownership</b></p> <p>a. No Nonsense Nurturing  <u>Activity:</u> No Nonsense Nurturing – the academic component</p>				
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<p><b>7. Other</b></p> <p>a. Accountable Talk  <u>Activity:</u> What does Accountable Talk look like and sound like?  <u>Resources:</u>  <u>Participants:</u> Pre-K-5 Teachers  Instructional Support Staff/MCLs</p>	<p><u>Goals:</u> To improve student behaviors and create community within classrooms  <u>Dosage:</u> Daily  <u>Frequency:</u> 5 days/week  <u>Timeline:</u> 2017-2018 school year  <u>Follow-up:</u> In-Service, PD  <u>Support:</u> NNN Consultant, Coach, MCL's NNN trainers</p> <p><b>4. Restorative Practices</b></p> <p>a. Peaceful Schools  <u>Activity:</u> Program Overview  <u>Goals:</u> To solve problems without hostility, and to return to a peaceful place  <u>Dosage:</u> as needed  <u>Frequency:</u> as needed  <u>Timeline:</u> 2017-2018 school year  <u>Follow-up:</u> on-going training  <u>Support:</u> Peaceful Schools Staff</p> <p>b. Restorative Circles  <u>Activity:</u> The Impact of Restorative Circles/Conversations  <u>Goals:</u> To teach students to solve matters in a peaceful way  <u>Dosage:</u> 30 minutes  <u>Frequency:</u> weekly  <u>Timeline:</u> 2017-2018 school year  <u>Follow-up:</u> on-going training  <u>Support:</u> Social workers, Peaceful School Staff</p> <p><b>5. Systematically Marginalized Groups (including ELL &amp; Special Education)</b></p> <p>a. Differentiation &amp;</p>				
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	<p>Modification of Lessons  <u>Activity:</u> How to effectively differentiated and modify lessons for ELL &amp; SPED Students  <u>Goals:</u> To increase instruction to effectively meet the needs of all learners and populations, including ELL and Special Education.  <u>Dosage:</u> Daily  <u>Frequency:</u> 5 days per week  <u>Timeline:</u> 2017-2018 school year  <u>Follow-up:</u> on-going Professional Development  <u>Support:</u> Coach, MCL, IST Staff/MCLs</p> <p><b>6. Community &amp; Family Engagement</b></p> <p>a. Strengthening relationships between school, family, and community  <u>Activity:</u> How to strengthen relationships between school, family and community  <u>Goals:</u> To increase parent involvement within the Dr. King community  <u>Dosage:</u> Daily  <u>Frequency:</u> Monday-Friday  <u>Timeline:</u> 2017-2018 school year  <u>Follow-up:</u> on-going  <u>Support:</u> Community members, PTO, administration, teachers</p> <p><b>7. Other</b></p> <p>a. Accountable Talk  <u>Activity:</u> What does Accountable Talk look</p>				
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	<p>like and sound like?</p> <p><u>Goals:</u> To increase active student participation</p> <p><u>Dosage:</u> daily</p> <p><u>Frequency:</u> Monday-Friday</p> <p><u>Timeline:</u> 2017-2018</p> <p><u>Follow-up:</u> In-service, PD</p> <p><u>Support:</u> Coach, MCL's, IST</p>				
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**Section 4: Acknowledgement Matrix-Incentives**

It is important to have a structure in place for daily, weekly, monthly and quarterly incentives to celebrate positive behavior, attendance and grades. This includes absolute success (i.e. having 100% attendance) and student-specific progress (i.e. having 50% attendance one week, and 100% the next week). It should also include, additional training opportunities for students that do not qualify for the incentive.

This chart will allow you to think through your incentive structure for the 2017-18 school year.

Frequency	Classroom/ School	Reason	What are the criteria?	What is the incentive?	Who is responsible?	Cost?
Daily	School	Attendance	daily attendance rate for each grade level	public posting on the school attendance board/morning announcements	Singleton/Mayer	0.00
	School	Attendance	the previous day's attendance rate for the whole school	morning announcements/posted on the school attendance board	Mayer/Singleton	0.00
	Classroom	Attendance	daily attendance rate	Posted on each classroom door	Teachers	0.00
Weekly	School	Attendance	weekly grade level perfect attendance	Ribbon Award Recognition-(ongoing) for classrooms with weekly perfect attendance	Mayer/Singleton	0.00
Monthly	School	Attendance	85% or less attendance at Dr. King	attendance home visits	Mayer/Schuler	0.00
	School	Attendance	85% or less attendance (cumulative)	School letters to households addressing absenteeism	Mayer	<a href="#">Click here to enter text.</a>
	Classrooms	Attendance	Classrooms with 95% or higher attendance for the whole month	classroom celebration	Teachers/Mayer /Singleton	14.00/per class
Quarterly	School	Attendance	Students with 95% or higher and perfect attendance each marking	individual recognition at the Academic Awards Ceremony	Singleton/Mayer	1.00 per student

			period			
	School	Attendance	85% or less attendance at Dr. King	Saturate the Streets	Singleton and Team	0.00
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Note: Information on DSCT and SIT members and meeting dates will be requested via an electronic survey at the beginning of the 2017-2018 school year