LEA Name:	Newburgh Enlarged City School District
LEA BEDS Code:	441600010020
School Name:	Temple Hill Academy

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Ventura Lopez	Title	Principal
Phone	845-568-6450	Email	Vlopez@necsd.net
Website for Published Plan	www.necsd.net		

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

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

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Roberto Padilla	
President, B.O.E. / Chancellor or Chancellor's Designee		Carole Mineo	

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Statement of Assurances

By signing this document, the Local Education Agency certifies that:

X	1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers

X	2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f,* it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing reccomendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."

X	3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

X	4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

X	5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.

X	6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

X	7.Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
BLT Meeting Dates			
June 29, 2015	Temple Hill Academy		
June 30, 2015	Temple Hill Academy		
July 1,2,6, 2015	Temple Hill Academy		
CET Meetings Dates			
September 24,205	Temple Hill Academy		
October 22, 29, 2015	Temple Hill Academy		
November 12, 2015	Board Of Education Auditorium		
Name	**Title / Organization**		**Signature**
Jamie Antonacchio	Kindergarten Teacher- Temple Hill Academy		
Patricia Corkedale	Librarian- Temple Hill Academy		
Josephine Giglia-Byrne	ESL Teacher- Temple Hill Academy		
Lynn Kirk	Kindergarten Teacher- Temple Hill Academy		
Jeannine Leggett	1st Grade Teacher- Temple Hill Academy		
Lina Lynch	7th Grade Teacher- Temple Hill Academy		
Melinda Martinez	ESL Teacher- Temple Hill Academy		
Stephanie Patino	5th Grade ICT Teacher- Temple Hill Academy		
Juana Rivera	Guidance Counselor- Temple Hill Academy		
Allison Roberts	Instructional Coach- Temple Hill Academy		
Caroline Schwind	8th Grade AIS Teacher- Temple Hill Academy		
Kimberly Tennant	7th Grade Teacher- Temple Hill Academy		
Antionette Williamson	8th Grade ELA Teacher- Temple Hill Academy		
Kathleen Wingfield	SAVE Room Teacher- Temple Hil Academy		
Ventura Lopez	Principal- Temple Hill Academy		
Ciria Briscoe-Perez	Assistant Principal- Temple Hill Academy		
Greg Speranza	Consultant- MindStream Consulting, Inc.		
CET Effective October 2015			
Ventura Lopez	Principal - Temple Hill Academy		
Dr. Roberto Padilla	Superintendent - NECSD		
Ed Forgit	Assistant Superintendent - NECSD		
Ciria Briscoe-Perez	Assistant Principal - Temple Hill Academy		
Fran Weller	Teacher - Temple Hill Academy		
Kathy Marley	Teacher - Temple Hill Academy		
Antoinette Williamson	Teacher - Temple Hill Academy		
Allie Jusino	Parent		

School Leadership Team

Debra Cardenas	Parent		
Sarah Hasan	Parent		
Jillian Suarez-Villamil	Student		
Susan Prokosch	BOE, Member		
Kevin White	Boys & Girls Club Director		

School Information Sheet

2014-15

School Information Sheet							
Grade Configuration	K-8	Total Student Enrollment	1008	% Title I Population	89%	% Attendance Rate	93%
% of Students Eligible for Free Lunch	80%	% of Students Eligible for Reduced-Price	6%	% of Limited English Proficient Students	29%	% of Students with Disabilities	16%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	22%	% Hispanic or Latino	61%	% Asian, Native Hawaiian / Other Pacific Islander	2%	% White	13%	% Multi-Racial	2%

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	2
% of Teachers with **NO** Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	2	% Teaching with Fewer than 3 Years of Experience	5	Average # of Teacher Absences	12.34

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	14%	Math Performance at Level 3 and Level 4	18%	Science Performance at Level 3 and Level 4	81%	Four-Year Graduation Rate (HS Only)	NA
% of 1st Year Students Who Earned 10+ Credits (HS Only)	NA	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	NA	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	NA	Six-Year Graduation Rate (HS Only)	NA
Persistently Failing School (per Education Law 211-f)	No	Failing School (per Education Law 211-f)	Yes				

School Information Sheet

	Did Not Meet Adequate Yearly Progress (AYP) in ELA		
	American Indian or Alaska Native	**No**	Black or African American
No	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
Yes	White		Multi-Racial
No	Students with Disabilities	**Yes**	Limited English Proficient
No	Economically Disadvantaged		

	Did Not Meet Adequate Yearly Progress (AYP) in Mathematics		
	American Indian or Alaska Native	**No**	Black or African American
No	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
No	White		Multi-Racial
No	Students with Disabilities	**Yes**	Limited English Proficient
No	Economically Disadvantaged		

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

	Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective
	Limited English Proficient

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

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

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

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

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

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

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

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

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

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

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

	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
X	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

In reflecting on the <u>PREVIOUS YEAR'S</u> PLAN:

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

The school decreased the number of student disciplinary referrals from 579 in 2013-14 to 327 in 2014-15 school year. This was a result of a change in adult behavior as well as a cultural shift which emphasized the need for a more structured classroom and school environment. There was a 10% increase in student performance on Math State Exam for grades 3 through 8.

• **Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.**

In November, 2014, the school leadership began their classroom walk through protocol, and through the Danielson Framework, determined that student engagement and questioning was not on par. As a result, the leadership held a professional development and reviewed the elements of these areas through Danielson, and they had the staff rate questions based on the Danielson Framework as well. As a result of this professional development, the leadership noted a positive trend related to teacher practices in these areas

In developing the <u>CURRENT YEAR'S</u> plan:

• **List the highlights of the initiatives described in the current SCEP.**

The school will focus on the following initiatives during the 2015-16 School Year: The development of systems to measure success of the SCEP's SMART Goals; The use of Data Driven Instruction (DDI) to differentiate instruction to meet the needs of all learners; The use of Higher Level Questions to facilitate high quality academic writing, rich peer to peer engagement and a rigorous classroom environment; A decrease in the number of student behavioral referrals related to student insubordination; Higher parent engagement through multiple communications with the vast majority of families which allows each family to become partners in their child's learning. Temple Hill Academy has formed a Clinical Support Team and will implement a RULER/PBIS program to address students' social

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

The identified needs of the school which are targeted in the 2015-16 SCEP are: A lack of systems to track school practices which will allow for mid-year corrections, as well as to measure progress towards each SMART goal; The use of DDI to allow for the differentiation of instruction for all learners; The use of higher order questions which will provide for a more rigorous instructional classroom environment; The decrease in the number of student referrals elated to insubordination, which was the most cited reason for student referrals during the 2015-16 school year; The engagement of families to partner in their child's learning program. The need to increase social/emotional learning for our students based on an ineffective rating on DTSDE review, requieres the implementation of RULER/PBIS as well as the services of the Clinical Support Team.

• **State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the**

The school's mission is "Inspiring students to become tomorrow's leaders beyond Academy Field." As a result of the school's mission, it has placed an emphasis on a CCLS aligned instrutivconal program to prepare al students to become college and career ready. As such, it emphasizes differentiated instruction, a rigorous classroom environment, a safe place in which to learn and the engagement of all stakeholders to help the school achieve its goals.

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

The student achievement targets are as follows: ELA Targets: All students - 73, Black or African American - 60, Hispanic or Latino - 65, Students with Disabilities - 30, Limited English Proficiency - 44, Economically Disadvantaged - 67. Math Targets: Students with Disabilities - 30, Limited English Proficiency - 46.

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

The school leadership will regularly communicate with all stakeholders on progress towards SCEP SMART goals. The school leadership will meet monthly with the Community Engagement Team (CET) to review and analyze data related to the achievement of all SCEP SMART goals, and determine what adjustments must be made in order to meet this goals. Additionally, the school leadership will review the SCEP SMART goals monthly with its' staff to present and discuss data related to each goal, how the school is progressing toward this goals and how each staff member may contribute to the attainment of these goals. The school leadership will also discuss the school's SMART goal, with particular emphasis related to tenet 5 with students to determine how the school may provide a climate and culture which is conducive to all students' social and emotional health. The school leadership will also send home monthly newsletters related to these SMART Goals and how each family may contribute to support the school in this endeavor. The SMART goals will also be posted on the school website. Data driven conversations will occur during grade level/faculty meetings, professional development sessions to note trends and address adjustements needed to instruction

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

Some anticipated barriers to the achievement of these SMART Goals may be the language barrier with some families, although the school does translate all school documents sent home to families. Additionally, the school leadership is aware that some teachers may be hesitant to change their practice, and as a result, may require additional support, particularly in areas related to tenets 3, 4 and 5. Pedagogically, the school leadership believes that some teachers may not have a clear picture of what data driven instruction, differentiation and higher level questions look like and how they may be implemented in their classrooms. As a result, the school's professional development focus will be on these areas.

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

The professional development opportunities provided by the school and district will be focused on areas related to the implementation to the three major pedagogical areas in the school's SCEP: Data driven instruction, differentiation and higher level questioning. The professional development sessions will be delivered based on the feedback provided by teachers and school leadership. In-house professional development will be provided after school or on days in which the school has full professional development days as well as through outside agencies the school believes will deliver high quality professional development in

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

To strengthen the relationship between the school staff and the community, the school is implementation SMART goal for tenet 6 in which 75% of all families will be contacted a minimum of twice a year by their child's teachers to discuss where their child is academically, what areas in which they can improve in and how the school and families can support their child in this area. Additionally, the school leader will send home monthly newsletters detailing the schools progress towards its SCEP SMART Goals and how the community can support the school in this endeavor.

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

The plan will be made known to the public through regular family newsletters, the school and district website and through school events in which families are regularly updated on the school's SMART goals and its progress towards the attainment of these goals.

• Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

There is a Kindergarten open house which includes meeting with the teachers and teaching assistants, a tour of the school and classrooms and a bus ride to acclimate the students to this mode of transportation. The teachers also send a welcome letter to the families as well as a general supply list that the students would need., There is screening for dual language to ensure proper support, and K-Tech which ensures that every child can use their school issued laptop in order to learn literacy and math skills on these devices. Additionally, records from the Pre-K centers would come to the school for review to ensure a proper placement and support for all kindergarten students.

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

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

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

1. New School Design and Educational Plan

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

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

The transformation model focuses on transforming the school through developing and increasing teacher and school leader effectiveness; implementing comprehensive reform strategies; increasing learning time and providing operational flexibility and sustained support. As such, Temple Hill Academy will implement this model for year one and will continue with in model if year 1 targets are met.
Transformation Goals:
-       Goal: redesign current leadership structure in the building by adding one additional assistant principal and continue the support provided by the instructional coach
-       Goal: use of a teacher and administrator evaluation system which takes student growth into account as a significant factor
-       Goal: provide school with financial incentive for improving teacher attendance (SY 12.34% teacher attendance rate)
-       Goal: increase learning time for students and teacher

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

> Temple Hill Academy will be adapting the Engageny Modules/Domains that are CCLS aligned for grades K-8. Teachers have access to Atlas Rubicon which provides Curriculum and unit maps to assist with planning for instruction. Teachers in grades 4-8 will utlize Content Enhancement to teach curriculum content in an understandable and easy-to-learn manner. These methods have been proven to work with students with disabilities and ESL students to increase academic achievement. Through the use of Content Enhancement, the following conditions are met: both group and individual needs are valued and met, integrity of the content is maintained, critical features of the content are selected and transformed to promote student learning and instruction is carried out as a partnership with students. Core Teachers in K-5 will be using research based methods such as Explicit Instruction and Reciprocal Teaching to integrate the curriculum into their instruciton and to provide differentiation. Walkthrough process will be used to monitor implementation of curriculum.

C. Professional Development: Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

> **Sept/Oct (PD Day) Data Driven Protocols-** To provide clear expectations on the school wide use of data. These protocols will detail the steps which need to be taken from the student assessment process through the use of data instructionally. A Results Meeting Protocol will be used as a framework for analyzing various assessments to identify needs and make adjustments to the delivery of instruction.

October-June (Monthly Team Meetings) Use of Data to differentiate- Core instructional staff will collaborate to discuss student data and use the data to differentiate instruction for all groups and subgroups of learners.

Sept/Oct (Team Meeting) Reciprocal Teaching & Explicit Instruction- Effective implementation of these strategies will enhance student engagement and academic

Sept/Oct (Faculty/Team Meeting) Higher Order Questioning- Core instructional staff will be provided with strategies and methods to create higher order questions which will engage all students at a deep ,thoughtful level to promote a rigorous learning environment.

Sept-June (PD Day) Writing Strategies- Core instructional staff will be provided with strategies and methods on the use of various writing strategiess which will promote high levels of engagement and peer discussion.

Sept-(PD Day) Code of Conduct- All staff will be provided training on the Code of Conduct as it pertains to referrals vs. removals

Sept- June (Team Meetings) Content Enhancment- SIM team will provide 3-4 Cycles of training for 4-8 teachers. Teachers will be provided an overview of the device, modeling, as well as coaching to implement the device into daily lesson plans. Teachers will use data to determine and plan for the appropriate device to utilize to improve academic achievement.

Aug-Oct (PD Day) De-escalating Negative Student Conduct/ Establishing Respectful Relationships- Through the implementation of a school wide PBIS, teachers will develop strategies to decrease the number of negative incidents and promote positive student engagement in/outside the classroom.

Sept/Oct (PD Day) Parent Communication- inform staff of the expectations of parent communication (How, why, when?)

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

The schedule for Grades K-5 is: Literacy Block - 120 minutes, Math Block - 90 minutes, Enrichment and Intervention Block for AIS/ESL services - 72 minutes. AIS and ESL services are delivered using a push-in and pull-out model based on student needs. For Grades 6-8: 50 minutes class periods. AIS is provided for ELA and Math as a push in model. ELS students receive services based on Part part 154 regulations: Beginners and Intermediates recieve 72 minutes of instruction and Advance students receive 36 minutes. Additional learnining time is provided by the Boys and Girls Club from 3:00pm to 6:00pm. Students in grades K-8 have access to STRIDE Academy which is computer assisted learning program aligned to the CCLS. A two hour Saturday Academy session provides additional intervention and enrichment for students in grades 3-8 in ELA and Math. Schedule will be modified based on identified needs as conversations regarding

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

Temple Hill Academy has developed a data protocol plan that supports a data driven model of assessment and delivery of instruction. Teachers will assess students, analyze the data, make adjustments to instruction based on identified needs/progress monitor and evaluate student performance. Protocol is cyclical in nature so that data conversations are on going. According to the Board Policy, a student will be promoted to the succeeding grade level when he/she has achieved the instructional objectives for the present graded based upon successful completion of benchmarks established by the NECSD Frameworks which are aligned to the CCLS. As per Board Policy, a student functioning two or more years behind grade level must be referred to the building's instructional support team for further evaluation, prior to making a decision concerning retention. When thorough evaluation of the student's progress indicates that retention at the current grade level would best serve her/his interests, his/her parents or guardings shall be notified.

F. School Climate and Discipline: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

Temple Hill Academy will create a clinical support team comprised of: school psychologist, guidance counselor, social worker, school nurse, save room teacher, head security officer and an building administrator. The role of this team is to address social and emotional issues based on information gathered from teachers, students and parents. In addition, this team will share strategies with faculty and staff to support a positive social climate and promote positive adult/student relationships. The Clinical Support Team will be introduced at the opening day faculty meeting for the purpose of sharing roles and responsibilities. In addition, information about the role of this team will be posted on the schools' website, shared during Kindergarten orientation and Open House, as well as in the school newsletter to parents. Student discipline referrals will be analyzed to note trends and make strategic decisions to increase positive student behavior. Teachers will contact families to discuss their child's progress, areas of needs, and to share a resource to be used at home to support

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

A schedule review will be conducted at the end of the first quarter to determine if there is a need to make adjustments to schedule based on Part 100

H. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

Temple Hill Academy has 16% of students identified as Students with Disabilibities which include inclusion and self-contained classes. 29% of the school poulation is adentified as English Language Learners, 86% of the population is identified as free or reduced lunch. In order to ensure the delivery of rigourous instruction for these populations, teachers will receive additional support in implementing Reciprocal Teaching, Explicit Instruction, and Content Enhancement strategies through the instructional coach. Building leaders will monitor implementation of curriculum to ensure that instruction in these classes are closely

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

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

A new leadership structure has been established for the 2015-2016 school year. Temple Hill Academy's leadership team is made up of one building principal and three assistant principals. As overseer, the Superintendent will supervise the work being done by the principal. The school principal will conduct observations/meetings with the assistant principals to ensure that all goals are aligned to the SCEP.

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

The attached functional chart describes the roles/responsibilities of the school administration team.

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

Temple Hill Academy has the following staff positions: 28 K-5 Teachers, 9 Core Middle School Teachers, 15 Special Subject Area Teachers, 11 Special Education Teachers, 5 ESL Teachers, 5 AIS Providers for ELA and Math in Grades K-5. The school has an instructional coach. In addition, our students are serviced by a school social worker, a guidence couselor and a school psychologist. We also a full time school nurse.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2015-2016 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students (or of Academic Intervention Services students if the school is not receiving 1003(g) School Improvement Grant Funds) are participating?

Students are targeted based on academic need, specifically any kindergarten through eighth grader who would be eligible for academic intervention services. Although participation is voluntary (student's parents/guardians elect to register them for the program) there is an attendance requirement (students must attend program every day they are in school) and students with unexcused absenses are removed from program and students on the waiting list are rotated in. During the school year over 350 students are served and an additional 150 during summer ensuring 50% of the school's population participate.

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

The Afterschool Project, as part of the Boys & Girls Club of Newburgh (BGCN), provides academic enrichment for all of the students through project-based learning. Students are given a preliminary assessment to determine their areas of weakness and those are targeted by the teachers. Students are divided into groups within the classroom based on their academic needs and the teacher will establish individual goals for those groups and select supplimental materials to use with the lessons. Teachers implement the NYS Commmon Core Standards/modules to scaffold the student's school day academics through creative and engaging lessons. The staff use social and emotional learning best practices to develop the students interactions and behaviors. They set high expectations of the students throughout the year and measure their growth and progress through qualitative and quantitative data collection.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

Community stakeholders were identified by areas of weakness such as in healthcare services available to our stuents. As a result, parents were provided with several workshop opportunities and the students were provided with direct screening opportunities and medical provider contacts. This was just one example of how the communities areas of need was targeted, additional areas included but were not limited to banking/financial management, healthy habits (eating/exercise) and family bonding (activity/game time...). Community partnerships have made invaluable contributions to our student's experiences. Through medical screenings (provided by Greater Hudson Valley Family Health Center), cooking lessons (Phillie's Bridge Farm), gardening/healthy eating/fitness demonstrations (Cornell Cooperative Extension) and family engagement opportunities (Parent Teacher Organization) as well as book/poetry readings by local authors and even money management classes (Girl Scouts Heart of the Hudson) we have made connections to our families, increased our

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

The mission of the BGCN is to help more students graduate from high school, we do this through targeting three priority areas: academic success, good character and citizenship and healthy lifestyles. The BGCN goals are to demonstrate a statistically significant impact on student's state test scores leading to high school graduation and continuing into higher education or the working world, to develop our students self-efficacy and to provide a positive place for our kids. est scores leading to high school graduation and continuing into higher education or the working world, to develop our students self-efficacy and to

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

Families are required to attend a registration orientation where they learn the expectations for our programs for their own commitment and their learners. Monthly follow-up meetings are held and a Parent Advisory Committee is established to represent the families and their opinions. Students are taught the expectations and they are reviewed regularly and all behaviors are modeled by our staff from the top down. Signage is used throughout the building to reiterate responsibilities and goals and students are met with one-on-one to find solutions to reoccurring difficulties. The BGCN staff receive estensive and ongoing training (from both internal and external training systems) on their roles, the expectations of the BGCN (as outlined in their employee manual and as regulated by Orange County Child and Family Services), in addition to the rules and regulations of NECSD as well as Temple Hill Academy, prior to the start of

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

The BGCN staff, of which a minimum of 75% are NYS Certified teachers (the remaining 25% are required to have a bachelors in a related field), are required to submit weekly lesson plans specifying their goals (based off of the NYS Common Core Standards as mentioned above) which are reviewed by the site specific Literacy Coordinator and Program Director as well as our organizational Director of Education Services. These lesson plans divide the week between project-based learning and student specific goal work. The student specific goal work is based off of the students pre-assessment scores determining their areas of weakness. The Literacy Coordinator, Program Director and Education Services Director all review the lesson plans and goal plans for correlation to common core standards, accuracy, creativity and that they have met the lesson plan template requirements as set by the BGCN. Social and Emotional Learning training is provided in small groups to students through mentoring and the BGCN Leadership Development Institute framework. Not only are students held to five expectations at all times (being responsible, respectful, safe, positive and great) but they are given self-management techniques to better handle choices and behaviors. This is also modeled from top down and implemented at all times from the classroom setting to group sports activities.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

Students are assessed five times throughout the school year using Stride Academy. This Common Core based assessment program provides real-time data on each of the student's areas of strength and weakness. The teachers review the individual student reports to create differentiated lesson plans and to establish learning centers within the classroom. Teacher's create goal planning sheets after each assessment to ensure individual objectives are met and to demonstrate growth throughout the year. These are also reviewed by the site specific Literacy Coordinator, Program Director and organziational Director of Education Services. They are revised as the students progress. IEP's and 504's can be reviewed by individual teachers to meet the students needs and apply

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

The BGCN Leadership Development Institute which is specifically designed to teach character traits of respect, responsibility and civics is modified for each grade level and incorporates gender specific workshops to target positive decision making and future orientation development. Each student rotates through the program two days per week throughout the year.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

The BGCN staff meets monthly with school administrators, is invited to all school professional development and receives regular feedback from school day professionals for ongoing program strengthening. Program Director's receive regular program evaluations and feedback from organizational Director's as well as school administrators. Collaboration happens on a daily basis to share goals, objectives, assignments and valuable information from the school day with the

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

As described above Stride Academy data and the BGCN systems of monitoring and tracking all programs and lessons that are implemented give us quantitative data. That coupled with the BGCN's own qualitiative feedback surveys and quationnaires, is used to revise the program regularly and modify components as

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Both students and staff retention are integral components to seeing long term growth and success; these are incentivised and tracked. The BGCN's plan for sustainability includes funding from various grants to ensure a future in Temple Hill Academy. Funder's visions align with the goals of the BGCN as well as the school to gaurantee continuity within the program features.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students					
Student Average Daily Attendance					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				Y	
Student Discipline Referrals				Y	
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"		Y	Y		
Teacher Attendance at Professional Development		Y	Y	Y	Y
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					
Teacher Lesson Plans		Y	Y		
Teacher Classroom Practices		Y	Y		
Student Behavior Related to Insubordinate Behavior				Y	
Parent Communication related to Child's Grades				Y	Y
Communication to school stakeholders related to the SCEP Goal Progress	Y				
Social and Emotional Student Data related to Insubordinate behavior which leads to SEDH supports and related programs				Y	

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	NYSED IIT Review
B3. HEDI Rating Date:	May, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The DTSDE school review from the Spring 2015, central office visitations during the 2014-2015 school year, and analysis of school data determined the following areas for targeted improvement: A. School leaders did not periodically review teacher observations throughout the year. B. Learning walks lacked focus and a connection to the development of professional learning opportunities for faculty and staff. C. Provision of explicit feedback to teachers was done primarily through the teacher evaluation process. D. Multiple sources of data were not used to group students for class lists. E. Parallel curriculum is an issue between general ed and special education.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The school leader will develop standard operating procedures for lesson plan review, teacher observations, and walkthroughs that define the venue for providing teacher feedback that will result in a Tenet 2 overall rating of effective during the 2015-2016 school year. The school leader will develop standard operating procedures for the use of data based decision making.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Communication to school stakeholders related to the SCEP Goal Progress.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how <u>often each</u> <u>activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
September, 2015	June, 2016	Representatives of the School Community Engagement Team (CET) will present the SCEP to the entire school faculty. Specific priorities and expectations will be defined and communicated to each teacher and faculty member in the school. On a monthly basis the CET will review data collected by the school leaders that will be used to monitor evidence of effort and impact relating to each SMART Goal in the SCEP. The CET will also collect interim data to measure progress towards the demonstrable indicators.
December, 2015	May, 2016	The school leadership will analyze feedback from learning walks, lesson plan reviews, and teacher observations to target professional development and classroom embedded coaching on a monthly basis.
September, 2015	November, 2015	The school leadership will establish and implement a learning walk protocol that will ensure a 100% of the professional development offered throught the SCEP is implemented in classrooms.
February, 2016	February, 2016	The instructional review team/CET will complete a mid year (February 2016) DTSDE review to measure growth on each tenet area.

December, 2015	May, 2016	The Superintendent in conjunction with school leaders will communicate the whole school turnaround model to the entire faculty. Data protocols and systems which will include collection practices, analysis/synthesis techniques and decision making strategies will be adopted, communicated, and implemented by faculty members after targeted professional development based on teaching responsibilities.

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	NYSED IIT Review
B3. HEDI Rating Date:	May, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Temple Hill Academy faculty and staff have implemented the CCLS aligned modules yet they have not collectively adapted the modules in a collaborative manner to address the diverse learning needs of the students populations. There is no protocol for the use of data to inform decisions.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By January 2016, grades 4-5 in ELA and Math and in grades 6-8 ELA, Math, Science and Social Studies will post a modified unit with lesson plans that identify differentiation which clearly scaffolds instructional resources and strategies for all students especially ELL's and SWD's. By May 2016, a second modified unit will be posted with differentiation for ELL's and SWD's.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher lesson plans/Teacher classroom practices

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
October, 2015	February, 2016	By December 2015, the school leadership will adopt a protocol for data based decision-making for all instructional staff. The protocol will detail the steps needed to be taken to drive instructional strategies and curricular modifications in order to differentiate instruction that meets the needs of all students. Teachers will be provided with opportunities to analyze module assessment and progress monitoring data to ensure that instruction is tailored to meet the needs of all learners.
September, 2015	June, 2016	Teachers will create high quality and purposeful lesson plans for various content areas which will identify methods of instruction that will increase rigor and relevance for different learning styles and will be reviewed during grade level/content area team meetings for feedback from colleagues.
October, 2015	June, 2016	The school's Instructional Coach and school leadership will facilitate monthly data team meetings which will focus on the school's data protocols and corresponding actions leading to customized instruction. Teachers will establish assessment analysis protocols and tiered intervention plans for students that will be monitored every two weeks.
December, 2015	June, 2016	All K-5 core teachers will receive monthly PD during grade level team meetings, by the school leadership and Instructional Coach, on Reciprocal teaching and Explicit Instruction in order to improve their use of data to differentiate curriculum and instruction for all learners. Effective implementation of these strategies will be determined through regular classroom walk-through visits and lesson plan reviews by the school leadership.
December, 2015	June, 2016	Administrators will establish professional learning communities that will use a tuning protocol to ensure that lesson plans reflect effective use of assessment data to differentiate instruction for students are risk or to provide enrichment opportunities for students performing at or above grade level.

December, 2015	June, 2016	
		Teachers in grades 4-8 will receive PD and follow-up coaching to assist with implementation of Content Enhancement (an instructional method which focuses on organizing and acting upon student work and assessments used to adjust instruction to best meet the needs of all learners). The PD and coaching support will be provided by a team of teachers who have attended training and will run in three cycles which will focus on various elements of the Content Enhancement process. Cycle 1: Target Audience- Teachers that haven't been trained in Content Enhancement or optional as a refresher for already trained teachers. Date/Time- November 17th during Team Meeting times. Cycle 2: Professional Development will be differentiated into two groups- Teacher with Content Enhancement training that need embedded coaching and teachers that require initial Content Enhancement training. The specific routine will be chosen by the teacher in collaboration with one of the SIM Team members based on the needs of the students and teacher. Cycle 3: Professional Development will continue with coaching and collaboration with SIM Team members.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	NYSED IIT Review
B3. HEDI Rating Date:	May, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Temple Hill Academy believes that for all students to become college and career ready, they should be regularly challenged, highly engaged, and that the use of academic writing as a main component of the school's instructional program would be instrumental in this endeavor. Based on the May, 2015 NYSED IIT Review, as well as recent classroom visitations by the school leadership, it has been determined that Temple Hill Academy has not regularly promoted higher level questions to promote academic writing, higher level activities or high levels of student engagement. As a result, all teachers will regularly incorporate higher level questions with high quality student talk and writing to promote a rigorous and challenging academic environment for all learners.
	
	 Based on the May 2015 DTSDE review, as well as recent classroom visits, it has been determined that in many classroom environments:
	     Instruction is predominately teacher directed from the front of the classroom with little student to teacher dialogue.
	     Teachers ask and answer their own questions.
	     Students are not provided with wait time before answering questions.
	     Lack of higher order thinking questions that engage students and promote academic writing.
	     Limited understanding in using effective questioning/discussion techniques.
	     Fear to release control so that students assist each other with learning and being engaged.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Throughout the 2015-2016 school year, lesson plans will demonstrate two higher level questions (application, analysis, synthesis, evaluate) that students are expected to answer in using various strategies which may include writing, partner sharing and student-led discussion. 2) By May 2016, 75% of all classrooms will evidence students thoughtfully engaged in student led collaborative discussions and writing through the application of Reciprocal Teaching strategies.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher lesson plans/Teacher classroom practices

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	The school leader will develop standard operating procedures for lesson plan review, teacher observations, and walkthroughs that define the venue for providing teacher feedback that will result in a Tenet 2 overall rating of effective during the 2015-2016 school year. The school leader will develop standard operating procedures for use of data based decision making.

November, 2015	June, 2016	
		The school leadership will provide all instructional staff with professional development in Explicit Instruction and Reciprocal Teaching to further develop lessons which will encourage higher order questioning and thinking. The school leadership will track the effective implementation of these strategies through lesson plan reviews and walk-through classroom visits. Every school leader will conduct a minimum of five walkthroughs and use the walkthrough form to gather evidence on the use of higher order questions and student engagement. Each walkthrough will last a minimum of ten minutes. School leaders will provide an analysis of data collected during faculty meeting to inform all faculty/staff the types of questions being asked that promote academic writing and high levels of engagement.
November, 2015	May, 2016	All teachers will receive professional development on differentiated instruction faciliatated by building leadership and Instructional Coach during grade level/team meetings to provide instruction that is tailored to student needs.
December, 2015	May, 2016	Teachers will receive professional development on guided reading and explicit vocabulary instruction faciliatated by building leadership, instructional coach and Dr. Joan Miller during grade level/team meetings to deepen teachers understanding of guided reading practices that will increase students ability to read on or above grade level.
November, 2015	June, 2016	The school leadership will provide all instructional staff with professional development in Explicit Instruction and Reciprocal Teaching to further develop lessons which will result in higher order questioning and thinking this will be evidenced by data collected through walkthroughs and lesson plan reviews.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. HEDI Rating:	Ineffective
B2. HEDI Rating Source:	NYSED IIT Review
B3. HEDI Rating Date:	May, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The behavioral data for the 13-14 and the 14-15 school years indicate that incidents of insubordination has been the most frequently named reason for student referrals 144 and 130 respectively, over those two school years. Survey data collected at the end of the 2014-2015 school year also aligns with this data as 60% of middle school students do not believe all students respect teachers, and 52% of teachers believe that student disrespect is a negative aspect of the school culture.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	From September 2015 to June 2016, all school stakeholders-leadership, staff and students-will work together to decrease the percentage of student behavioral referrals attributed to insubordination by 10% from the 2014-2015 school year from 130 to 117 incidents or fewer by implementing PBIS.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student behavior related to Insubordinate Behavior

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September, 2015	September, 2015	The Temple Hill Academy PBIS team will be formed and receive training at Mount Saint Mary College.
October, 2015	October, 2015	The PBIS team will conduct a survey to obtain baseline data. Introduction of PBIS to faculty, students and parents.
November, 2015	December, 2015	Implementation of PBIS begins by recognizing positive behavior and promoting reward system.
December, 2015	June, 2016	PBIS team will monitor implementation and analyze data to determine if implementation has had an impact on the reduction of incidences of insubordination.
May, 2016	June, 2016	The PBIS team will conduct an end of the year survey to obtain outcome data .

November, 2015	June, 2016	The school leadership will provide PD to all school staff during the monthly faculty meetings in order to deepen their understanding of the code of conduct, referrals for discipline/SAVE removals, develop a common language/strategies used by all faculty/staff to support an environment that fosters appropriate behavior that maximizes learning.
October, 2015	February, 2016	The school leadership will provide all school staff professional development during district-designated staff development days and during selected faculty meetings, in the areas of establishing respectful relationships with students, through the implementation of the school's Positive Behavior Intervention Supports (PBIS Program). Successful implementation of this program will be determine through the collection and analysis of student referral data.
October, 2015	June, 2016	To foster an environment of respect, building administrators with the support of teachers will conduct monthly grade level assemblies to recognize "Students of the Month". These assemblies will include behavioral expectations embedded in the PBIS program.
September, 2015	June, 2016	The school leadership will create a Student Support Team, comprised of the following stakeholders: Guidance Counselor, School Psychologist, School Social Worker, Nurse Teacher, Security Personnel and building administrators to support students who are in crisis or exhibit off-track indicators in the areas of attendance, behavior and academic performance. The team will meet on a bi-weekly basis through June 2016.
October, 2015	October, 2015	The Student Support Team will be introduced to the faculty and staff during the monthly faculty meeting and to students during grade level assemblies.
October, 2015	June, 2016	Grade level administrators will share referral discipline data with faculty during monthly team meetings and staff newsletter.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	NYSED IIT Review
B3. HEDI Rating Date:	May, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Historical school-wide data indicates that many school-wide events are not well attended by families and that limits important information from being shared by the school which will allow for all families to fully understand their child's academic, social and emotional progress and be able to fully support their child's education. 77% of all teachers surveyed are not satisfied with the current degree of parent involvement at the school, and only 7% of parents completed the family survey, which emphasizes the need for additional support in this area.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	In order to support home-school partnerships, all core teachers will contact their students' families face-to-face or via phone during the 1st and 2nd semesters to: a) inform parents of student's academic progress, b) strategies being used to support student's progress, c)provide parents with a resource/strategies that can be used to support their child's academic progress outside of the school setting.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Communication Related to Child's Grades

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
November, 2015	January, 2016	The school leadership will develop a written plan, with stakeholder input, which includes common school-wide expectations regarding communication with families and community organizations. This plan should include the roles and responsibilities of each group of stakeholders, how families can be reciprocal partners in their child's education, support the school's education plan at home, advocate on behalf of their child. The plan will detail how the school can use current events to promote understanding of how families can support academic success.
October, 2015	June, 2016	Teachers will use the Parent Log Portal (PLP) on Infinite Campus to log information that meets the criteria mentioned in the SMART Goal.
September, 2015	June, 2016	Beginning in September and continued throughout the school year, the school leadership and instructional staff will make known to all families of the expectations placed on the school that all families will be contacted a minimum of two times a year by core instructional staff to inform families of their child's academic progress, and ways in which the family can help the child at home.
November, 2015	November, 2015	A survey will be distributed to parents assessing their awareness of local resources between November 2015 and May 2016. Parents will be provided with school and community resources that foster the child's advancement in all academic areas.

May, 2016	May, 2016	Parents will receive the survey once again with a list of school and community resources to determine if there has been an increase in use of these resources and the impact that support received has had on student achievement.
September, 2015	June, 2016	Attendance at school-wide events will be monitored to determine if there has been increase of parental involvement/engagement at school functions.
November, 2015	March, 2016	Parents will be provided with training on how to access the Parent Log Portal on Infinite Campus twice a year (November & March).