LEA Name:	Elmira City School District
LEA BEDS Code:	070600010019
School Name:	Broadway Academy

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Robert Bailey III	**Title**	Principal
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Website for Published Plan	www.elmiracityschools.com		

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		Hillary Austin	
President, B.O.E. / Chancellor or Chancellor's Designee		Sara Lattin	

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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.
x	2. 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	3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
x	4. 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) and §3012(d) .
x	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
x	6. 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)
June 13, 2017	Principal's Office		
June 15, 2017	Principal's Office		
June 20, 2017	Principal's Office		

Name	Title / Organization		Signature
Robert Bailey, III	Principal		
Theresa Usack	Assistant Principal		
Nicole Burt	Data Curriculum Coordinator		
Kevin Connolly	Data Curriculum Coordinator		
Amanda Sullivan	Data Curriculum Coordinator		
Ingrid Garrard	ELA AIS Coordinator		
Nicole Parsons	English teacher		
Christine Dunkle	Special Education teacher		
Allyson Moore	Math teacher		
Jill Rogan	Library Media Specialist		
Kim Webster	School Counselor		
Theresa Bianco	Math teacher		
Crystal Townsend	Family Community Outreach Coordinator		

School Information Sheet

School Information Sheet

Grade Configuration	7	Total Student Enrollment	419	% Title I Population	100	% Attendance Rate	93	
% of Students Eligible for Free Lunch	63	% of Students Eligible for Reduced-Price	0	% of Limited English Proficient Students	0.2	% of Students with Disabilities	9	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	0.24	% Black or African American	15.75	% Hispanic or Latino	2.63	% Asian, Native Hawaiian / Other Pacific Islander	0.95	% White	74.22	% Multi-Racial	6.21

School Personnel

Years Principal Assigned to School	4	# of Assistant Principals	1	# 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	0	% Teaching with Fewer than 3 Years of Experience	6	Average # of Teacher Absences	15

Overall State Accountability Status

Priority School		Focus School Identified by a Focus District	yes	SIG 1003(a) Recipient	yes	SIG 1003(g) Recipient	
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	16	Math Performance at Level 3 and Level 4	15	Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

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

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

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

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable 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").

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

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

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

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

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

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

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

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

	Limited Degree (Fewer than 20% of planned activities were funded.)
	Partial Degree (Fewer than 50% of planned activities were funded.)
x	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
x	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

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

With the implementation of the full-inclusion model, it was necessary for staff to create lesson plans using a common template ensuring that essential instructional elements were included in daily instruction. Special educators and general educators met regularly (every Wednesday) to review lesson plans, differentiating where needed for both special education students and general education students struggling with their own learning. 93% of staff believe "our school leaders provide opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students' diverse needs and 96.4% agree that "our model/template for lesson planning ensure rigorous CCLS-aligned classroom instruction.

• 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.

Broadway removed the following leading indicators from the 16-17 SCEP: student performance on content area summative/formative assessments; replaced the leading indicators above to marking period grades, high honor roll achievement & honor roll achievement. We found it more practical to examine school-wide achievement from marking period report cards & 5 week interim reports instead of classroom assessments. Factors such as time & logistics made it difficult to consistently & regularly collect individual classroom assessment data.

In developing the CURRENT YEAR'S plan:

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

1) implementation of a 1:1 device program; incorporation of pre-planned, differentiated higher-order questions in lessons **2)** inclusion of planned, tired higher ordered questions during and after lessons **3)** use of student-student, student-teacher, and teacher-student feedback protocols **4)** monthly progress monitoring of PBIS/SOAR program **5)** utilization of family needs assessment data to strengthen the home-school partnership

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

1) develop an instructional practice monitoring process **2)** provide subject specific guidance about feedback paths **3)** disaggregate behavior data to identify behavior management improvements **4)** collect and analyze family needs assessment to promote the home-school connection

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

The guiding principles of Broadway Academy include creating an academic environment focusing on the growth mindset, collaboration, student-centered learning, social/emotional character, high quality instruction/rigor, and college and career readiness.

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

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

Because Broadway is a stand-alone 7th grade building, content area teams and their assigned special educators (PLCs) will continue to collaboratively plan, implement, and assess student-centered, rigorous instruction. With the 1:1 device initiative underway, PLCs have a designated ambassador and Data Curriculum Coordinator to assist colleagues with the instructional side of the initiative and resources such as the library media specialist and the technology teaching assistant will assist with the technical support issues. We will continue the use of Adventure-Based Learning character education program, our PBIS/SOAR program, and our mentoring program in which each staff member has a caseload of 10 familiar students they connect with regularly to monitor academic, social and emotional progress.

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

Because our 1:1 device program is our largest initiative we anticipate much of our focus and our work will focus on the implementation of this program. We anticipate the normal growing pains any school would encounter when taking on a whole-school technology initiative such as a 1:1 device program. We anticipate that there will be a larger learning curve for some students and some staff with regard to how the device works and the technical glitches that are bound to occur. Besides the technical issues, other concerns will most likely arise with regard to the instructional piece of the 1:1 device program. Teachers will learn new ways to deliver content, to engage, assess, communicate with and provide feedback to students - all of which are intimidating to even the most receptive and daring educators. To address these barriers, a technology team consisting of both school staff and district and BOCES personnel will meet regularly to access the program's progress and to offer technical and instructional support. Broadway also utilizes a NYSCATE consultant to specifically assist the Microsoft platform.

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

With the implementation of the 1:1 device program, much of our professional development for at least the first half of the school year will be devoted to gaining comfortability with the device itself, then understanding the devices' capabilities instructionally. Once staff is at a place in which there's reasonable comfort and usage of the device, professional development will target planned, tiered higher-ordered questions and providing both written and verbal feedback to students. Staff are required to meet twice a month for a total of 3 hours to receive professional development, as well as meeting in professional learning communities once a week for a total of 35 minutes.

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

Broadway's summer orientation days are historically well-attended by students and families, therefore it's an optimal venue for school leaders to verbally share the school's mission, guiding principles, and building expectations. Other opportunities such as parent academies and Open House provide a platform for school leaders to strengthen home-relationships. Faculty meetings and professional development sessions are utilized to inform staff and build collegial relationships.

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

The plan will be available on the Elmira City School District website as well as verbally shared during parent academy sessions.

• 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.

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced.   Below provide an update on the implementation of the selected principle.

More information about the Turnaround Principles can be found at: https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

Professional Learning Communities (PLCs) continue to meet weekly for a total of 80 minutes to collaboratively develop common curriculum and assessments, while also differentiating lessons to meet the needs of all learners.

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

School leaders conduct weekly informal PLC walk-throughs to regularly and frequently identify PLC needs and concerns. According to the school performance scan, 93% of staff state "our school leaders provide opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students' diverse needs. Also, 82.8% of staff believe "our grade level/content area teamwork has a positive impact on student outcomes and learning" and 86.7% feel "we discuss important teaching and learning issues at our grade level/content area team meetings".

3. How will the school continue to monitor and make adjustments to implementation?

The leadership team is considering the use of an electronic document to capture the work of PLCs, as well as a possible opportunity during staff meetings in which PLCs can share out their progress to staff.

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"					
Teacher Attendance at Professional Development	Y				
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					
Completed Walk-Throughs Per Month					
Walk-Through Duplicate Feedback Form (types of feedback, types of questioning & closing the loop)		Y	Y		
SOAR Behavior Referrals				Y	
SOAR Tickets				Y	
ECSD Minor Incident Reports				Y	
Broadway Academy Family Needs/Interests Survey Data and Commentary					Y
Danielson Rubric Ratings (announced and unannounced observations)		Y	Y		
Student Voice Survey	Y	Y	Y		
School Performance Scan (teacher survey)	Y	Y	Y		
	3	4	4	5	2

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. Most Recent DTSDE Review Date:	November 28-30, 2016
B2. DTSDE Review Type:	State-Led Review

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.	According to the school performance scan survey, 63.3% of staff believe "our curriculum is constructed so that students have many opportunities to benefit from the integration of technology in their learning." Knowing that statement was one of the lowest rated statements on the staff survey, as well as the fact that Broadway is now a fully-inclusive school in which differentiation is a necessity, a 1:1 device program is vital to meet the needs of diverse learners. A 1:1 device program is necessary for 21st century learners, too.

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 June 2018, 97% of teachers and 100% of students will participate in the implementation of the Broadway Academy 1:1 device program to ensure the strategic use of resources and the promotion of the long-term vision, mission and goals resulting in increased student success. This will be measured using teacher attendance at professional development, the student voice survey, and the school performance scan.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Student Voice Survey School Performance Scan (teacher survey)

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.
7.1.17	7.31.17	Administration, the district technology administrator and teachers will evaluate and select a specific device to be used to by all students upon the 1:1 device program implementation. **Responsible/Participants:** Administration, ECSD technology administrator and teachers **Frequency:** 2-4 times as needed **Intended Impact:** a device that is durable, cost-effective, and appropriate for both students and staff will be selected so that professional development for staff can occur over the summer and so that students can begin gradual, scaffolded training at the start of the 17-18 school year
7.1.17	10.1.17	The Broadway Academy 1:1 device program team will create and share out a building-wide device management plan. **Responsible:** 1:1 device program team members **Participants:** teachers and students **Frequency:** every other day for first 8 weeks of implementation **Intended Impact:** All staff and students will understand the expectations for how devices should be handled, accessed, stored, and utilized during the school day.
7.1.17	10.1.17	The Broadway Academy 1:1 device program team will create and share out a building-wide device technical assistance plan. **Responsible:** 1:1 device program team members **Participants:** teachers and students **Frequency:** every other day for first 8 weeks of implementation **Intended Impact:** All staff and students will understand the process for immediate technical assistance, the flowchart for technical support, and the basics of troubleshooting technical issues in the classroom.
9.15.17	12.1.17	The Broadway Academy 1:1 device program team will select and train student technology ambassadors to assist with technical assistance for both teachers and students. **Responsible:** 1:1 device program team members **Participants:** selected students **Frequency:** 2x a week for the first weeks of implementation and as needed **Intended Impact:** Empower students to become device experts so that they can assist their own teachers and classmates during instruction so that less time is wasted due to technical difficulties and so that building support such as the technology teaching assistant and the library media specialist are only utilized when absolutely needed.

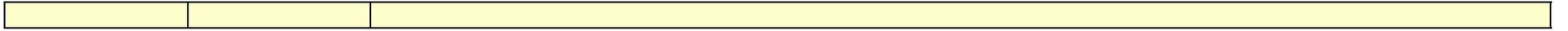|		
8.30.17	6.22.18	The Broadway Academy 1:1 device program team will train staff on the functionality of the selected device. **Responsible:** 1:1 device team members **Participants:** staff **Frequency:** weekly for the first 12 weeks of implementation **Intended Impact:** All staff, no matter comfort level or access to technology will receive the same training ensuring that all staff understand the device's capabilities and expectations for use.
9.15.17	6.22.18	All teachers will deliver prepared, universal mini-lessons to students on how the 1:1 device functions. **Responsible:** teachers **Participants:** students **Frequency:** weekly for the first 12 weeks of implementation **Intended Impact:** All students, no matter comfort level or access to technology will receive the same training ensuring that all students understand the device's capabilities and expectations for use.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	November 28-30, 2016
B2. DTSDE Review Type:	State-Led Review

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 NYSED-led focus review team recommended that for tenet 3, Broadway teachers should focus upon the use of planned, targeted questioning to meet the needs of various learners. According to the student voice survey, 80.4% of students believe "my teachers ask questions that make me think" and 78.3% agreed with the statement "my teachers often check to see if all students understand what is being taught".

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 June 2018, 100% of teachers will incorporate planned and differentiated, higher-ordered questions into at least 3/5 lesson plans per week so that teachers can check for understanding and to deepen critical thinking. This will measured using the Broadway walk-through duplicate feedback form, Student Voice survey, Danielson Rubric ratings (from announced and unannounced observations) and the School Performance scan (teacher survey).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk-Through Duplicate Feedback Form (types of feedback, types of questioning & closing the loop) Danielson Rubric Ratings (announced and unannounced observations) Student Voice Survey

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.
10.1.17	2.28.18	Administration, Data Curriculum Coordinators and teacher leaders will provide professional development regarding the development of pre-planned, higher-order questions during and after lesson use. **Responsible:** Administration, Data Curriculum Coordinators and teacher leaders **Participants:** Teachers **Frequency:** 2-4 professional development sessions Intended Impact:
12.1.17	4.30.18	PLCs will meet with other PLCs to exchange ideas as to how they utilize planned, higher-order questions in their classrooms during and after lessons. **Responsible/Participants:** PLCs **Frequency:** 2 times a year **Intended Impact:** To provide teachers with as many tried and useful examples of instructional strategies as possible with colleagues who share the same students throughout a school day.

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. Most Recent DTSDE Review Date:	November 28-30, 2016
B2. DTSDE Review Type:	State-Led Review

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 NYSED-led focus review team recommended that for tenet 4 Broadway focus on increasing student ownership of their work through the use of feedback during and after lessons. According to the 2016 school performance scan survey and the student voice survey, there was a discrepancy in the perception of students receiving feedback during and after learning. According to the student voice survey, 82% of students agree with the statement "we receive specific feedback from our teachers on the tests/assessments we take," whereas 93.1% of teachers believed "I give students regular and precise feedback throughout lessons".

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 February 2018, 100% of teachers will select and consistently utilize at least 5 different oral and written "feedback path" protocols during and after lessons to provide students with an understanding of how well they are meeting the learning targets and what to do to improve. This will be measured using the Broadway's walk-through duplicate feedback form, Danielson Rubric ratings (from announced and unannounced teacher observations), Student Voice survey, and the School Performance Scan (teacher survey).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk-Through Duplicate Feedback Form (types of feedback, types of questioning & closing the loop) Danielson Rubric Ratings (announced and unannounced observations) Student Voice Survey

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 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>
10.1.17	4.30.17	Administration, Data Curriculum Coordinators and teacher leaders will provide professional development regarding various oral protocols to provide feedback to students. **Responsible:** Administration, Data Curriculum Coordinators and teacher leaders **Participants:** Teachers **Frequency:** 1-2 sessions
10.1.17	4.30.17	Administration, Data Curriculum Coordinators and teacher leaders will provide professional development regarding various written protocols to provide feedback to students. **Responsible:** Administration, Data Curriculum Coordinators and teacher leaders **Participants:** Teachers **Frequency:** 2-4 times, as needed **Intended Impact:** to increase student ownership of their learning and to enable students to have a better understanding of how well they are meeting the learning targets and what to do to improve.
12.1.17	4.30.18	PLCs will meet with other PLCs to exchange ideas as to how they utilize 3 different oral and written feedback path protocols in their classrooms during and after lessons. **Responsible/Participants:** PLCs **Frequency:** 2 times a year **Intended Impact:** To provide teachers with as many tried and useful examples of feedback strategies as possible with colleagues who share the same students throughout a school day.

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. Most Recent DTSDE Review Date:	November 28-30, 2016
B2. DTSDE Review Type:	State-Led Review

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 NYSED-led focus review team recommended that Broadway continue to monitor its Social Emotional Health Program (SOAR) both at the classroom level and building level. Our school performance scan survey data points confirm this recommendation. For example, 67.7% of staff believe "we have an effective system for developing and building student social-emotional health" and 40.6% of staff believe "student behavior does not interfere with instruction". The student voice survey faired similar results. 46.9% of students agree with the statement "student behavior does not interfere with instruction during class time" and 47.7% believe "most students in our school follow the school rules".

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 June 2018, 100% of administration and support staff will regularly and frequently progress monitor the utilization of the PBIS/SOAR program to ensure all classroom expectations and building expectations are interpreted and implemented the same by all staff. This will be measured by SOAR behavioral referrals, SOAR tickets, ECSD minor incident reports, ECSD major discipline referrals, and student suspension rates.
D2. Leading Indicator(s): **Identify the specific indicators that will be used to monitor progress toward the goal.**	Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals SOAR Behavior Referrals

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 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>**
7.1.17	10.1.17	Administration will construct a schedule so that administration and support staff can regularly progress monitor the strengths and needs of the PBIS/SOAR program. **Responsible:** Administration **Participants:** Administration and support staff **Frequency:** 1 time **Intended Impact:** To identify behavior data trends by areas of the building so that an intervention can be implemented in a timely manner to improve student behaviors.
9.6.17	5.15.18	Administration and support staff will provide refresher trainings to communicate the PBIS/SOAR classroom expectations and building expectations. **Responsible:** Administration and support staff **Participants:** All staff and students **Frequency:** at least 2 times per year and as needed **Intended Impact:** All Broadway Academy citizens will clearly understand the consistent expectations of building spaces (cafeteria, library, bathrooms, auditorium, classrooms, and hallways, and main office) and the consequences when inappropriate behaviors occur in those spaces.
10.15.17	5.15.18	Support staff will regularly provide PBIS/SOAR data to all staff. **Responsible:** Support staff **Participants:** All staff **Frequency:** every other month **Intended Impact:** To identify behavior data trends by areas of the building so that an intervention can be implemented in a timely manner to improve student behaviors.
9.6.17	6.22.18	Administration will conduct PBIS/SOAR reset meetings with students following extended breaks and in times of need. **Responsible:** Administration **Participants:** Staff and students **Frequency:** 2-4 times per year and as needed **Intended Impact:** All Broadway Academy citizens will clearly understand the consistent expectations of building spaces (cafeteria, library, bathrooms, auditorium, classrooms, and hallways, and main office) and the consequences when inappropriate behaviors occur in those spaces.

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. Most Recent DTSDE Review Date:	November 28-30, 2016
B2. DTSDE Review Type:	State-Led Review

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.	Per the NYSED-led focus review team, it is recommended that for tenet 6 Broadway develop and conduct a needs assessment of parents and families to identify ways in which the home-school partnership could be strengthened. According to our school performance scan survey, 55.6% of staff agreed with the statement "we conduct needs assessments with families so that we understand their interests and concerns" and 58.6% feel "our school and family organizations such as PTA, work well together".

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 October 2017, 100% of administrators and support staff will conduct a parents and family needs assessment to identify opportunities in which staff and families can learn from each other ensuring academic achievement and social-emotional growth. This will be measured by the number of ECSD: Ernie Davis Academy Family Needs/Interests Survey Data and Commentary surveys completed as well as the data within the needs assessment and parent attendance at workshops.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Broadway Academy Family Needs/Interests Survey Data and Commentary

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 activity will take place; and the intended impact of each activity.</u> Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9.1.17	10.16.17	Administration will contact Penny Ciaburri at PLC Associates to activate the ECSD: Broadway Academy Family Needs/Interests Survey Data and Commentary live link. **Responsible:** Administrators **Frequency:** 1 time Intended Impact:
9.1.17	9.15.17	School counselors will contact the GST BOCES print shop to make hard copies of the ECSD: Broadway Academy Family Needs/Interests Survey Data and Commentary. **Responsible:** School counselors **Frequency:** 1 time
9.22.17	10.16.17	Administration and school counselors will distribute the ECSD: Broadway Academy Family Needs/Interests Survey Data and Commentary link via email to BWA families. **Responsible:** School counselors **Participants:** BWA families **Frequency:** 1 time
10.1.17	11.1.17	School counselors will distribute a hardcopy of the ECSD: Broadway Academy Family Needs/Interests Survey Data and Commentary to families at BWA's fall Open House. **Responsible:** School counselors **Participants:** BWA families **Frequency:** 1 time
9.6.17	6.22.18	The school psychologist will distribute a hardcopy of the ECSD: Broadway Academy Family Needs/Interests Survey Data and Commentary at CSE meetings. **Responsible:** School psychologist **Participants:** BWA Families **Frequency:** 1 time Intended Impact: