

## **School Comprehensive Education Plan (SCEP) Requirements**

Consistent with the USDE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). The SCEP will be submitted as part of the District Comprehensive Improvement Plan that addresses all of the tenets outlined in the Diagnostic Tool for School and District Effectiveness. 2012-13 will be a transitional year for the Consolidated Application, District Comprehensive Improvement Plan, and SCEP based on the following requirements.

### **For SY 2012-13 the SCEP must:**

- be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports. For districts with IDEA Determinations, the SCEP should incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. Districts that completed an Audit of Written, Taught and Tested Curriculum should also include applicable recommendations and activities from those plans.
- identify the programs and services that will be provided to schools from the list promulgated by the Commissioner. As a supplementary resource please refer to **The List of Allowable School Improvement Activities, found on pages 5-6**. The list aligns to the six tenets and the statements of practice that are embedded in the Diagnostic Tool for School and District Effectiveness.
- explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.
- address the tenets applicable at the school level identified in the Diagnostic Tool for School and District Effectiveness that will be implemented and required in SY 2012-13.
- be 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 SCEP before it is approved. The plan must be approved by the school board and be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

In lieu of a School Comprehensive Education Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer. For information specifically regarding charter schools, please see pages 112 - 113 of the ESEA waiver:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

**The School Comprehensive Education Plan Template follows on pages 26 - 43.**

## **SCHOOL COMPREHENSIVE EDUCATION PLAN DIRECTIONS:**

Based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/ School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT), and/or Persistently Lowest Achieving (PLA) School reports, develop an action plan using the template provided on the following pages. Incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities.

Prior to completing the SCEP, the School should conduct a needs assessment by evaluating the recommendations from all of the most recent school level reports. Recommendations should be organized according to the Six Tenets listed on page 2 and the charts that follow. Recommendations that are repeated frequently across multiple reports should be prioritized activities by the District. Support and funding should be appropriately matched to the prioritized activities.

**IMPORTANT NOTE: The DCIP and School Comprehensive Educational Plans (SCEP) overlap for all statements of practice (SOP) of the Six Tenets.** The DCIP requires full details for the district level SOPs (1.1-1.5, 2.1, 3.1, 4.1, 5.1 & 6.1) and limited information for the remaining school level SOPs. The SCEP requires limited information for the district level SOPs and full details for the school level SOPs (2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, and 6.2-6.5). Where information is not required because it is included in the other plans, the DCIP and SCEP are pre-populated with "See DCIP/SCEP (leave blank)".

The DCIP includes all costs from the SCEPs to show how the district has met the accountability set-aside requirements. The DCIP amounts must match the budget amounts for each indicated fund source. Each SCEP includes the school level costs for each activity, and shows the district support for each school.

- A. Provide a summarized list of the major recommendations that directly relate to each corresponding Tenet, if applicable. For example, Tenet 3.2 should contain major findings that directly relate to the enacted curriculum. A chart aligning the current intervention reports with the Six Tenets is found on pages 7-8. Also, indicate the specific report and location (page # of the SQR, ESCA, JIT, QIP, or AOC) where the major finding related to the activity can be found.
- B. Provide a list of goals directly aligned to achievement of the major findings or tenet.
- C. Indicate the measurable targets related to the stated goals and activities. Identified targets should be written to measure progress and impact.
- D. List specific activities that will be implemented to achieve each goal. Indicate how the activity is addressing the finding and/or goal. If more than one activity is listed please number the activities. If the activity is listed in the DCIP, only the DCIP activity number is needed to identify the activity.
- E. List the projected timeline for completion of each activity.
- F. Identify the key personnel responsible for completing each goal, activity, and assessment of targets.
- G. Identify all fund sources and corresponding amounts that will be used for completion of each activity.
- H. Indicate the total school costs associated with each activity. This amount includes the costs allocated to each school in the DCIP and shows the district support for each school.

**2012-13**

**SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)**

<b>SCHOOL NAME</b>	<b>Henry Hudson School #28</b>	<b>CONTACT NAME</b>	<b>Susan Ladd</b>
<b>PHONE</b>	<b>482 4836</b>	<b>E-MAIL</b>	<b>Susan.ladd@rcsdk12.org</b>

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

Approval is required no later than three months following the designation of the school as a Focus or Priority School and shall be subject to the approval of the commissioner, upon request.

<b>POSITION</b>	<b>PRINT NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>SUPERINTENDENT</b>			___/___/___
<b>PRESIDENT, B.O.E.</b>			___/___/___

**SCHOOL LEADERSHIP TEAM:**

Each LEA should have a single School Leadership Team (DLT) and a single comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

**TENET I: DISTRICT LEADERSHIP AND CAPACITY**

*ADD ROWS AS NEEDED*

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.

<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	School leaders will work collaboratively with School Chiefs and content area directors to ensure effective systems are in place at the school level to evaluate staff under the new APPR guidelines so that frequent, relevant feedback is being provided regularly.	0	0
	Leadership will work with Carlos Leal to help link PD opportunities with the feedback provided to help sustain school improvement efforts and increase teacher effectiveness and practice.	0	0

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.

<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	School leaders will work with School Chiefs and designated central office staff to ensure that resources allocated truly support the unique programs and diverse student populations and subgroups identified in accountability designations to aide in school improvement efforts.	0	0


1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	School leaders will share newsletters/bulletin from directors and Office of Communications in order to share with their school community information/opportunities that will assist in the implementation of the Regents Reform Agenda.	0	0

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	The school community will take advantage of Avatar offerings and PD being provided by the District around CCSS,DDI and APPR to enhance school performance.	0	0

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1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	Administrators and/or lead teachers/coaches will take advantage of trainings in Albany to learn how to create a data driven culture and how to effectively link the formative assessments found in the modules to instructional plans.	0	0

**TENET II: SCHOOL LEADER PRACTICES AND DECISIONS**

2.1 The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School leaders will collaborate with School Chiefs and District staff to create, develop, and nurture a school community responsive to all stakeholders.	0	0

2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).		
A. Major Recommendation and Report Citation	B. Goal	C. Targets

The vision needs to be clarified and gain more support with the staff, families and students across the community.	The vision will be clarified by a select group of staff and families and is supported by staff, families and students such that it is uniformly seen, heard, and known across the community.	Leaders will clarify and share publicly the vision on a weekly basis through various communications with stakeholders.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Communicate the vision at meetings including SBPT, Town Hall, staff and grade level.	SY 2012-2013	Principal	0	0
Share the vision weekly through the bulletin and monthly on the parent newsletter.	SY 2012-2013	Principal	0	0

<b>2.3</b> Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
School leaders need to encourage the staff to use systems that lead to the collection and analysis of outcomes.	The school leaders will encourage the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes.		School leadership team will meet weekly to assess student and staff progress towards ELA academic goals.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Cohort approach with leadership team members that will identify targeted academic goals communicated to teachers through grade level team meetings.	SY 2012-2013	Leadership Team	0	0

**2.4** Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
The school leader needs to create and use generic systems and structures for programming students and teachers that address student achievement and incorporates an extended learning program.	The school leaders will create and use robust systems and structures that afford students and teachers the ability to fully benefit from a flexible and thoughtful program which includes a creative extended learning program that is aligned to student achievement.		School leaders quarterly will use data to identify students in cited areas to participate in a targeted extended learning program for intervention support in order to meet academic goals.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
The school will use research-based program for extended learning intervention to support student achievement two days per week in before school model to ensure all students meet grade level standards.	SY Nov 8-April 11, 2013	Administration Leadership Team Classroom Teachers	Title 1  Budget code 5120	\$18,648  37 Hours x 12 Teachers
Two substitute paraprofessionals will use a research based program to conduct Tier 2 or Tier 3 intervention for students performing below grade level:  Paraprofessionals: *1-Monolingual Support *1-Bilingual Support *RTI Support	SY Nov 2012-June 2013	Substitute Paraprofessional	Title 1  Budget Code 5485  Employment  Store	\$53654.4  138 School Days x 2 Paraprofessionals  \$26827.2 Per Paraprofessional  Total



**2.5** The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
The school leader and other administrators need to use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversation to provide supports to teachers and other staff members.	The school leader and other administrators will strategically use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversation to assess and adjust supports to teachers and other staff members.		Administrators will follow a plan to systematically observe in classrooms, assess professional development, and meet with teachers regularly during weekly grade level meetings to assess student and teacher improvement.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
The Principal will conduct Weekly Administration Meetings to discuss the systematic implementation of the observation and feedback cycle for teachers.	SY 2012-2013	Administrators	0	0
Administrators will conduct Weekly Leadership/Coaches Meetings focusing on teacher support, student data, and professional development.	SY 2012-2013	Administrators Coaches	0	0
Administrators will conduct Monthly School Based Planning Team Meetings.	SY 2012-2013	Administrators Parents Teachers	0	0
Administrators, Coaches, and Grade Level Chairs will conduct weekly Grade Level Meetings focused on student data, teacher support, and professional development.	SY 2012-2013	Administrators Coaches Classroom Teachers	0	0

Administrators will support periodic extended grade level meetings.	SY 2012-2013	Administrators Coaches Classroom Teachers	0	0
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**TENET III: CURRICULUM DEVELOPMENT AND SUPPORT**

<b>3.1</b> The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.			
<b>A. – C., E. – F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	Staff will participate in District professional development related to Common Core Learning Standards including Art, Music, and PE as found is found on AVATAR	0	0

<b>3.2</b> The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.		
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
The school needs to use curriculums that consider standards and what students need to know.	The school will use cohesive and comprehensive curriculums that include clear, descriptive units of studies aligned to standards and considers what students need to know across all grades.	School Leaders monitor the implementation of a high quality and rigorous curriculum guided by Common Core Learning Standards (CCLS) through weekly informal walk throughs and observations.

<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Leaders will facilitate and support understanding and implementation of Common Core Learning Standards (CCLS) through professional development opportunities.	SY 2012-2013	Administrators Teachers	0	0
School leaders, teachers, and coaches will be performing focus walks in classrooms to ensure follow through of rigorous instruction of the Common Core Learning Standards (CCLS) focusing on DI, higher order questioning, and compliance vs engagement of students.	SY 2012-2013	Administrators Coaches Teachers	0	0

**3.3** Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
Teachers need to participate in grade level meetings to discuss unit plans across their grade levels.	Teachers will participate in grade level meetings so they can collaboratively examine coherent Common Core learning Standards (CCLS) aligned curriculum unit plans across their grade level.	Weekly and monthly grade level meetings will be used so teachers can examine Common Core Learning Standards (CCLS) unit plans and assessments, ensuring that student work meets high quality rigorous expectations.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>

Teachers meet to create and examine formative and summative assessments that correlate to Common Core Learning Standards (CCLS).	SY 2012-2013	Teachers Coaches	0	0
Extended grade level meetings will be used to examine student work samples. This will occur four times for each grade level.	SY 2012-2013 October January March May	Teachers Coaches	0	0

<b>3.4</b> The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
The school leader needs to ensure that student exposure to the arts and technology is aligned to the implemented academic curriculum.	The school leader and teachers will ensure that students are exposed to a standards based aligned curriculum that integrates arts and technology that enables them to discover, create, and communicate information.		All special subject teachers will work in conjunction with grade level teams to ensure continuity of a rigorous standards based program.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Teachers of the arts/technology will meet monthly to review Common Core Learning Standards (CCLS) pacing and unit guides to support and enrich classroom instruction.	SY 2012-2013	Administrators Special Subject Teachers Teachers	0	0

<b>3.5</b> The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
The school leader and teachers will use data analysis to adapt instruction related to differentiated plans based on all students.	The school leader and teachers will analyze collected data that leads to the development of instructional plans for all students that capture current levels of student achievement, maps out a clear and timely path for progress and growth.		Leaders and teachers will use multiple data sources to develop differentiated lesson plans for all students that identify a path for progress and growth	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Teachers will be trained on a progress monitoring tool (AIMSweb) to monitor student growth and identify instructional needs.	SY 2012-2013	Administrators Coaches Teachers	0	0
Teachers will use Common Core Learning Standards (CCLS) aligned assessment data from NWEA to target student strengths/area of need and differentiate learning plans accordingly.	SY 2012-2013	Administrators Coaches Teachers	0	0

**TENET IV: TEACHER PRACTICES AND DECISIONS**

<b>4.1</b> The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.			
<b>A. – C., E. – F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>

SEE DCIP (leave blank)	School leaders, the school data team, and teachers will work with CO staff to analyses data and plan for student instruction. The school will provide 30 substitute days to support data dives for grade level teams.	0	0

<b>4.2</b> Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Teachers need to use instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English Language Learners and provide instructional interventions to students.	Teachers will use instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English Language Learners and provide timely and appropriate instructional interventions and extensions to students.		Teachers will use formative assessments on a bi-weekly basis to develop differentiated lessons that address needs of all students.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
PD will be provided to support grade level chairs and coaches on how to write differentiated lesson plans.	SY 2012-2013	Coaches Grade Level Chairs	0	0
Teachers will use data from formative assessments to provide instructional interventions and extensions.	SY 2012-2013	Coaches Teachers	0	0

**4.3** Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Teachers need to provide students with a wide variety of ways to engage in learning that enable students to achieve individual goals.	Teachers will provide students with a wide variety of ways to engage in learning that enable students to achieve individual goals.		Teachers will differentiate instruction and utilize a variety of grouping strategies to engage students and meet their diverse learning needs.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Teachers will participate in classroom observations focused on the implementation of varied grouping strategies to differentiate instruction.	SY 2012-2013	Coaches Teachers	0	0
Teachers will share strategies for differentiating instruction at grade level team and Response to Intervention meetings.	SY 2012-2013	Coaches Teachers	0	0
Coaches will support teachers in development and monitoring of Response to Intervention Plans (RTI) to meet individual student learning needs.	SY 2012-2013	Coaches Teachers	0	0

**4.4** Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
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Teachers need to create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught.	Teachers will create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught and consistently demonstrated across all school settings.	All members of the school community will demonstrate and support acceptable behavioral expectations across all school settings as evidenced by all students responding appropriately to building wide cues.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Teachers will explicitly teach behavioral expectations through the Six Pillars of Character Education program and classroom morning meetings.	SY 2012-2013	Teachers	0	0
Behavioral expectations are posted in English and Spanish throughout building to reinforce expectations in all school settings.	SY 2012-2013	Administration	0	0
Recognition of exemplary behaviors will occur at monthly Shining Star meetings for each grade level and through Good Deed referrals.	SY 2012-2013	Administration Teachers	0	0

<b>4.5</b> Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.		
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
Teachers need to provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.	Teachers will provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.	Teachers will meet with students for individual conferences focused on assessment data and developing a plan for improvement on a bi-weekly basis during literacy block.



<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Teachers will share data and develop next steps with students during conferences.	SY 2012-2013	Teachers	0	0

**TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

<b>5.1</b> The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	The school will participate in a mental health/behavior intervention initiative directed by the school psychologist and social worker in cooperation with the Specialized Services Department to support students' social and emotional developmental needs.	0	0

<b>5.2</b> The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.		
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>

The school is developing an effective system of referral and support that addresses social, emotional, health and academic success of students.	The school will have an effective system for referral and support for all students that addresses barriers to social, emotional development, health, and academic barriers.	There is a systematic and effective approach to referral and support to address all students' social, emotional, health, and academic needs.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Teachers are provided support from Coaches, Response to Intervention Team (RTI), and Support Staff to document and submit referrals.	SY 2012-2013	Administrators  Coaches  Response to Intervention Team	0	0
Teachers are provided with professional development by the Response to Intervention Team (RTI) to address documentation of students' response to differentiated strategies and interventions.	SY 2012-2013	Response to Intervention Team	0	0
Early intervention for primary students for social and emotional support will be provided through participation in Primary Project.	SY 2012-2013	Primary Project	0	0

**5.3** The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
There is a curriculum/program that teaches, supports, and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills.	There is a rigorous and coherent curriculum/program in place that teaches, supports, and measures social emotional developmental health for students that results in all students demonstrating these skills and articulating a sense of belonging and ownership in the school community.		The school will measure the success of an already implemented curriculum/program. (Character Counts) to ensure the system is effective and meets the needs of the school, students, and families.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
The school will implement the SWISS System to document, measure, and analyze the effectiveness of the Character Counts Program.	SY 2012-2013	Administrators  Character Counts Team	Instructional Line  Budget Code 5560  A-Fund	\$250
The school will analyze Center for Youth data related to student behavior and support.	SY 2012-2013	Administrators Character Counts Team Center for Youth	0	0

**5.4** All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
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Among parents there is not a broad ability to express the school vision connected to social and emotional developmental health and the work the school does to support this for students.	Across the school community, parents will be able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision.	Parents are knowledgeable of the school's character education program and how it supports students' academic success.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
A parent survey will be sent out 2x per year to gauge parent's knowledge of the school's vision and the work the school does to support students.	SY 2012-2013	Principal Parent Liaison	0	0
Administrators and the Parent Liaison will make daily phone calls to parents to discuss and promote students' positive characteristics and progress.	SY 2012-2013	Principal Parent Liaison	0	0
Parents will be invited to celebrate student successes at monthly STAR Assemblies.	SY 2012- 2013	Parent Liaison	0	0

<b>5.5</b> The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.		
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
The school leader needs to encourage specific teachers to use data to address students' social, emotional, and developmental health needs.	The school leader and student support staff will work with teachers to develop an understanding of how to use data to address students' social, emotional, developmental health needs that align to academic and social success.	All teachers will use current data points to monitor students' social, emotional, and developmental health needs that align to academic and social success.

<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
The school's Response to Intervention Team (RTI) and student support staff will work with teachers to support data analysis of SWISS Systems, behavior intervention plans, functional behavior plans, and classroom behavior/management systems to support students' social, emotional, health, and academic needs.	SY 2012-2013	Response to Intervention Team  Character Counts Team	0	0

**TENET VI: FAMILY AND COMMUNITY ENGAGEMENT**

<b>6.1</b> The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	School will invite District to school events and participate in District initiatives including the School Showcase.	0	0

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<b>6.2</b> The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
The school community needs to espouse a trusting and respectful relationship with diverse families and community stakeholders.	The school community will proactively cultivate trusting and respectful relationships with diverse families and community stakeholders.		The school will systematically increase parent, family, and community involvement.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
The school will conduct and invite parents and families to monthly Shining STAR Student Celebrations focusing on students' academic and behavioral successes.	SY 2012-2013	Administrators Parent Liaison Teachers	0	0
The school's Parent Teacher Organization will provide Monthly Family Events and/or presentations for parents and families such as: Movie and Data Night, Muffins for Mom, Doughnuts for Dads, and Missing and Exploited Children Workshop.	SY 2012-2013	Administrators Parent Liaison Parent Teacher Organization	0	0

The school will celebrate the diverse cultures of students and families through Cultural Celebrations such as: Hispanic Heritage Night, Black History Celebration, Family Math and Literacy Night, and the Science Fair.	SY 2012-2013	Administrators Parent Liaison Teachers	Student Activity Fund	\$500
The school will develop, maintain, and increase the number of Community Volunteers actively working with students in the school. These will include: Abulea Program, St. Mary's Church, Jewish Home, Junior Achievement, Leadership Rochester.	SY 2012-2013	Administrators Parent Liaison Teachers	0	0

<b>6.3</b> The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
The school staff needs to respect and acknowledges the diversity of the existing knowledge and culture held by families and community members.	The school staff will respect, acknowledge and validate the diversity of the existing knowledge and culture held by families and community members and provide a space to celebrate diversity.		The school will increase awareness of the school's efforts and resources to engage parents, families, and the community to embrace diverse cultures	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
The school will maintain and promote a Parent Library.	SY 2012-2013	Administrators Librarian Parent Liaison	0	0

The school will build and maintain a current School Website for families, students, and the community.	SY 2012-2013	Administrators Web Manager Librarian Classroom Teachers	0	0
The school will provide primary students with School Take Home Literacy Book Bags to encourage family literacy participation.	SY 2012-2013	K and Grade 1 Teachers	Budget Code 5500 Instructional Line A Fund	\$500
The school will plan and promote cultural celebrations such as : Hispanic Heritage Celebration, Black History Celebration, Family Math and Literacy Night, 6 <sup>th</sup> Grade Parent Meeting, and the Science Fair.	SY 2012-2013	Administrators Parent Liaison Teachers	0	0

<b>6.4</b> The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
The school needs to make connections between families and the community to support student learning and growth.	The school will build partnerships and create opportunities that link and engage all families with the community to support student learning and growth.		The school will focus the work of volunteers and community partners on supporting students' social, emotional, health, and academic needs.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>



The school will develop, maintain, and increase volunteer and community partnerships focused on social/emotional, health and academic achievement. These include; Missing and Exploited Children, Better Days Ahead, Cayuga Counseling, Center for Youth, Boys and Girls Club, Winton Rd Library, Jr. Achievement, Boy Scouts, Girl Scouts, Abulea Program, St. Mary's Church, and Leadership Rochester.	SY 2012-2013	All school Stakeholders	0	0

<b>6.5</b> The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
The school community needs to provide learning opportunities for families who actively seek to understand student data.	The school community will provide a wide range of learning opportunities for families to elevate their understanding of student data.		The school will actively engage all parents in reviewing and understanding their student's data related to academic progress.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
The school will support transition to 7 <sup>th</sup> grade through the 6 <sup>th</sup> Grade Parent Meeting.	SY 2012-2013	Administrators  Parent Liaison  Teachers	0	0

Grade level parent meetings will be conducted to support parents' and families' in understanding academic standards and behavioral expectations.	SY 2012-2013	Teachers	0	0
The Parent Teacher Organization will provide opportunities for parents and families to engage in events focused on student data such as: Movie and Data Night.	SY 2012-2013	Administrators Parent Liaison Parent Teacher Organization Teachers	0	0
The school will conduct Town Meetings to inform parents and families of the School's progress in meeting Common Core Standards.	SY 2012-2013	Administrators Parent Liaison Teachers	0	0
The school will plan and schedule Family Events such as: Hispanic Heritage Celebration, Black History Celebration, Family Math and Literacy Night, and Science Fair to showcase students' work in meeting Common Core Standards.	SY 2012-2013	Administrators Parent Liaison Parent Teacher Organization Teachers	Budget Code 5126	\$1,000
The school will conduct Parent Teacher conferences to inform parents and families of individual student progress in meeting Common Core Standards.	SYT 2012-2013	Teachers	0	0