

**2012-13**

**SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)**

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**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>
	School leaders will work collaboratively with School Chiefs, Network Team 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.	RCSD	\$0.00
	In addition, leadership will work with Teaching and Learning Dept. to help link PD opportunities with the feedback provided to help sustain school improvement efforts and increase teacher effectiveness and practice.	RCSD	\$0.00

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>
	School leaders will work with School Chiefs, Network Team and designated central office staff to ensure that resources allocated support the programs and diverse student populations and subgroups identified in accountability designations to aide in school improvement efforts.	RCSD	\$0.00

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>
	School leaders will disseminate information from directors and Office of Communications in order to share with their school community the implementation of the Common Core Standards and district initiatives.	RCSD	\$0.00

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.	RCSD	\$0.00

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.			
<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)	Principals and 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.	RCSD	\$0.00

**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.

<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 district and school leader will work together to create, nurture and sustain a school wide vision and learning environment that is responsive to the needs of all of its stakeholders and school community.	RCSD	\$0.00

**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).

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
<ul style="list-style-type: none"> <li>Administrators should ensure that the school community is accountable for implementing the school wide vision and goal.</li> </ul>	The school community shares and promotes a distinctive and robust vision for student achievement and well-being and holds itself accountable for working as a community to realize this vision as outlined in its CEP and other school improvement documents.	The school community has an opportunity to attend a town meeting where goals and standards for all students will be shared. Attendance will be taken and a survey will be disseminated.		
<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 reinforce the vision, mission and goal statements of School 36 to continuously enhance student performance through morning meetings, morning announcements and school wide celebrations.	SY 2012-2013	All School Staff	RCSD-\$1000s  5500 G 13602 2110 0307 2013	\$0.00

**2.3** 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>	
<ul style="list-style-type: none"> <li>Administrative team develops interconnected systems which promotes positive social, emotional and academic support for all students.</li> </ul>	The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action.		Staff will make themselves available to students, families and other community supports for the overall well-being of the student during parent conferences, open house and other special events.	
<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 and support staff will implement the SWPBS program focused on student citizenship, character, community, and self-control.	SY 2012-2013	All School Staff	RCSD	\$0.00

**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>	
<ul style="list-style-type: none"> <li>Administrators should make strategic decisions to organize resources concerning human, programmatic and fiscal capital so school improvement and student goals are achieved.</li> </ul>	The school leader creates and uses robust systems and structures that afford students and teachers the ability to fully benefit from a flexible and thoughtful program including a creative extended learning time aligned to student achievement.		Administrators and teachers will use student data to determine RTI/AIS interventions. Bi-monthly monitoring will be used to reassess student 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>
Administrators and teachers will use data from assessments to differentiate instructional practices and create instructional plans that address all students' needs.	SY 2012-2013	Teachers/Coaches and Administrators	RCSD	\$0.00

**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>		
<ul style="list-style-type: none"> <li>Administrators should monitor classroom instruction and give ongoing feedback to teachers.</li> <li>Administrators should ensure that teachers are held accountable for implementing strategies to address identified areas for improvement.</li> </ul>	The school leader and other school administrators strategically use student data over time, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to assess and adjust supports provided to teachers and other staff members.	Administrators will provide quarterly checks of instruction pacing, progress monitoring and unit assessment results. Review of report cards, data notebooks and lesson plans.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Administrators will participate in Grade level meetings, RTI meetings and continuously connect with teachers concerning student progress and achievement towards meeting school/district goals.	SY 2012-2013	Teachers/Coaches and Administrators	RCSD	\$0.00

**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)	The administrative team and coaches will provide staff with the professional development opportunities needed to implement the CCLS effectively. The Network Team will provide PD based on staff needs.	RSCD	\$0.00

<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>	
Administrators should ensure that teachers are provided timely professional development that is relevant to the usage of the CCLS curriculum.	The school leader and staff provide consistent, systematic, dynamic and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the implemented CCLS curricula to addresses what students need to know in order for the school-wide goals to be achieved.		All teachers will implement a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in K-6. Formal and informal observations, lesson plans, walk-throughs in conjunction with Network Support.	
<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 use the ELA and Math curriculum aligned to the CCLS to address what students need to know in order to achieve school-wide goals.	SY 2012-2013	Teachers/Coaches and Administrators	RCS D	\$0.00

**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>	
Administrators should monitor classroom instruction to ensure teachers are implementing the CCLS curriculum.	Teachers are supported so their instructional expertise is developed during regularly scheduled grade level meetings, which are guided by targeted agendas based on student and school data to ensure all unit plans across their grade/subject are aligned to the CCLS coherent curriculum and meet students' needs.		Teachers will use district and state pacing calendars and unit plans across all grades, content areas, and classes to expose students to a progression of sequenced and scaffold complex materials. Monitoring will take place during grade level meetings, lesson plan reviews, and informal and formal 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>
Teachers will use the CCLS curriculum to address the learning needs across all grades and content areas enabling students to achieve at high, consistent rates through flexible groupings, differentiated instruction, walk to read, project- based learning, etc.	SY 2012-2013	Teachers/Coaches and Administrators	RCSD	\$0.00



**3.4** 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>	
<p>Administrators should ensure that teachers work in partnerships within and across grades and subjects vertically and horizontally on a monthly basis targeting student development, what is taught, and why it is taught.</p>	<p>a) The school leader and staff proactively create opportunities and a culture that encourages all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught, and why it is taught.</p> <p>b) The school leader and teachers ensure that students are exposed to a rich CCLS aligned academic curriculum that enables them to develop and demonstrate high cognitive abilities/competency in discovering, creating, and communicating information using the arts, technology, and other enrichment areas.</p>		<p>All teachers and support staff will have the opportunity to engage in bi-weekly, multi-grade level collaboration. The focus is to increase professional knowledge and plan rigorous and robust lessons together, in order to provide integrated instruction consistently.</p>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
<p>Teachers will participate in grade level meetings and weekly PLCs to increase professional knowledge and plan rigorous and robust lessons together, in order to provide integrated instruction consistently.</p>	<p>SY 2012-2013</p>	<p>Teachers/Coaches and Administrators</p>	<p>RCSD</p>	<p>\$0.00</p>

**3.5** 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>	
Administrators should ensure that teachers cultivate exemplary practices using assessment data to drive instruction.	The school leader and teachers collaboratively analyze collected data that leads to the development of comprehensive instructional plans for all students that capture current levels of student achievement, maps out a clear and timely path for progress and growth and engages students as active participants in their own learning.		All teachers will use data to plan instruction to meet individual needs with a focus on strategic and intensive learners. Evidence through flexible grouping, differentiated instruction and data notebooks. Monitoring will take place through formal and informal observations and periodic meetings with coaches.	
<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 identify relevant data to develop instruction that engages students at and above their instructional level.	SY 2012-2013	Teachers/Coaches and Administrators	RCSD	\$0.00

**TENET IV: TEACHER PRACTICES AND DECISIONS**

**4.1** 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)	Teachers will attend Professional Development sessions offered by the district on how to use data and formative assessments to plan differentiated lessons.	RCSD	\$0.00
	Teachers will attend monthly content (ELA, Math) area meetings with school's content specific coaches	RCSD	\$0.00

**4.2** 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>	
<ul style="list-style-type: none"> <li>Administrative teams should consistently monitor classroom instruction and give ongoing feedback to teachers.</li> <li>Administrators should ensure that teachers are held accountable for implementing strategies to address identified areas for improvement.</li> <li>Administrators should ensure that teachers implement differentiation strategies learned through PD, into their classroom practice.</li> </ul>	Teachers use instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English Language Learners/Limited English Proficient students to provide timely and appropriate instructional interventions and extensions for all students.		Teachers will use formative data on a weekly basis to generate differentiated lesson plans that address all groups of 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>
Teacher will identify weekly formative assessments to drive instruction	SY 2012-2013	Teachers/Coaches and Administrators	RCSD	\$0.00
Teachers will use data from assessments to differentiate instructional practices and create instructional plans that address all students needs.	SY 2012-2013	Teachers/Coaches and Administrators	RCSD	\$0.00

**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>	
<ul style="list-style-type: none"> <li>Administrative team should consistently monitor classroom instruction and give ongoing feedback to teachers.</li> <li>Administrators should ensure that teachers are held accountable for implementing instructional practices that are systematic and explicit based on sequential lesson plans aligned to CCLS curriculum maps</li> </ul>	Teachers use instructional practices that are systematic and explicit based on sequential lesson plans aligned to CCLS curriculum maps to instruct students that lead to high levels of achievement.		Teachers will use instructional practices on a daily basis that are systematically and explicitly based on sequential lesson plans aligned to CCLS curriculum maps to ensure students achieve targeted goals. Students are measured through pre and post assessments, formal and informal observations to ensure students are on target with CCLS.	
<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 use sequential lesson plans aligned to CCLS curriculum maps from the NYS ELA Modules and the RCSD Math Curriculum Model.	SY 2012-2013	Teachers/Coaches and Administrators	RCSD	\$0.00

**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>	
<ul style="list-style-type: none"> <li>Administrative teams should ensure that there is evidence of expectations for student and staff behavior/conduct, which are defined in advance and fairly and consistently reinforced</li> </ul>	Teachers and students create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others, and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught.		All teachers will create a classroom environment through which students know they are citizens of their class and there is a common understanding of how one is treated, treats others, and contributes to positive reinforcement through specific and defined behavioral expectations. Measured through participation at school wide celebrations and reduced number of student referrals.	

<ul style="list-style-type: none"> <li>Administrators should ensure that teachers expose students to values and programs that emphasize character building. This will increase time on task and engagement in class.</li> </ul>	<p>Teachers across the school use strategies that acknowledge diverse groups of students, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience.</p>		<p>All teachers will use strategies that will support the learning of diverse groups of students through opportunities that encourages students to be an active participant in their education. S.M.I.L.E. tickets and other incentives at all grade levels, ie. SWPBS, EAGLEs, Caught Being Good and HUGS programs.</p>	
<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 promote and encourage positive behaviors through existing incentives, as well as providing extra incentives to all grade level students, ie. SWPBS, EAGLEs, Caught Being Good and HUGS programs.	SY 2012-2013	Teachers/Coaches and Administrators	RCSD	\$0.00

<p><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.</p>		
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
<ul style="list-style-type: none"> <li>Administrative teams should ensure that teachers are held accountable use summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments.</li> <li>Administrative teams should ensure that teachers develop highly dynamic and responsive plans, based on student's strengths and needs.</li> </ul>	<p>Teachers use summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments to develop highly dynamic and responsive plans, based on student's strengths and needs.</p> <p>Teachers provide frequent and relevant feedback to students based on the analysis of timely data and students draw on the feedback so that they can reflect, adjust, and self-assess their own progress.</p>	<p>All teachers will use frequent and consistent summative and formative assessments to plan highly effective instruction that meets individual student's needs while focusing on strategic and intensive learners.</p> <p>All teachers will provide frequent and relevant feedback to students based on the analysis of data so students can draw on the feedback and reflect, adjust, and self-assess their own progress.</p> <p>Results will be measured through periodic review of Data Notebooks, formal and informal observations as well as periodic meeting with ELA and Math Coaches in grade level meetings.</p>

<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 and RTI/Coaches will provide direct instruction to strategic and intensive learners.	SY 2012-2013	Teachers/Coaches and Administrators	RCSD	\$0.00
Teachers will monitor AIS plans strategically implemented and monitored through 10 week report card.	SY 2012-2013	Teachers/Coaches and Administrators	RCSD	\$0.00
Teachers will use data from AIMSweb 3x per year and NWEA 3x per year to provide frequent and relevant feedback to students so that they can reflect, adjust, and self-assess their own progress.	SY 2012-2013	Teachers/Coaches and Administrators	RCSD	\$0.00

**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 supports 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)	Teachers will attend Professional Development sessions offered by the district on an array of student social and emotional developmental health needs.	RCSD	\$0.00
	Teachers will participate in follow-up support (coaching, modeling, subject matter expertise, etc.), that is dynamic and tailored to the skill and capacity of the school level staff, which will enable them to effectively implement the strategies learned during district level professional development as offered by the RCSD.	RCSD	\$0.00

**5.2** 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>	
<p>Administrative team should ensure that teacher-expertise is aligned to student learning needs; targeted use of instructional aides and technology; focusing of resources from multiple funding streams; etc.</p>	<p>Establish a deliberate system that allows each child to be well known by a designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students.</p> <p>There is a strategic and comprehensive system for referral and support for all students that effectively addresses barriers to social and emotional developmental health and academic success.</p>		<p>Teachers and Staff will support the health, social, and emotional well-being of students through participation in S.M.I.L.E. celebrations and other incentives at all grade levels, ie. Movie Nights, Literacy Night, STEM Night, Curriculum Night, Talent Show, SWPBS, EAGLEs, Caught Being Good and HUGS programs.</p>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
<p>Teachers and Staff will promote and encourage positive behaviors through existing incentives, as well as providing extra incentives to all grade level students.</p>	<p>SY 2012-2013</p>	<p>Administrators, Teachers/Coaches and Staff</p>	<p>RCSD</p>	<p>\$0.00</p>
<p>Teachers and Staff will use data from SWIS Data Analysis to have conversations among school staff regarding student behavior, citizenship, character, community, and self-control</p>	<p>SY 2012-2013</p>	<p>Administrators, Teachers/Coaches and Staff</p>	<p>RCSD</p>	<p>\$0.00</p>

**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>	
<ul style="list-style-type: none"> <li>Administrative team should ensure there is use of a school-wide professional development calendar based on staff and administrative needs.</li> <li>Administrators should ensure there is ongoing training and support that is high-quality, continuous standards-based with multiple approaches that enables staff to enhance their proficiency, and further develop their knowledge of content.</li> <li>Teachers are trained to support the health, social, and emotional well-being of students and families through various school programs such as; SWPBS, HUGS, Caught Being Good and Do the Right Thing Award.</li> </ul>	<p>Teachers use a deliberate professional development plan that builds adult capacity to facilitate learning experiences and to support social and emotional developmental health for all students that results in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success.</p>		<p>All teachers will use SWPBS program focused on student citizenship, character, community, and self-control to support social and emotional developmental health for all students that results in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success. Measured through participation at school wide celebrations and reduced number of student referrals.</p>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
<p>Teachers will use community resources to support the health, social, and emotional well-being of students and families, as needed. SWPBS, HUGS, Caught Being Good, Do the Right Thing Award, S.M.I.L.E. Celebrations, and EAGLE Celebrations.</p>	<p>SY 2012-2013</p>	<p>Administrators, Teachers/Coaches and Staff</p>	<p>RCSD</p>	<p>\$0.00</p>



**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>	
<ul style="list-style-type: none"> <li>Administrators should ensure that students are able to express, that they feel safe, supported in their social and emotional developmental health growth and how they have a voice in decisions that impact their lives as students</li> <li>Administrators should ensure teachers are able to articulate their investment in the school vision and how they have a voice in decisions that impact school environment and student learning.</li> <li>Administrators should ensure that parents are able to express how their children have demonstrated growth as a result of the school's social and emotional developmental health support.</li> </ul>	<p>Across the school community, students are able to express, that they feel safe, supported in their social and emotional developmental health growth and how they have a voice in decisions that impact their lives as students (as developmentally appropriate).</p> <p>Across the school community, teachers should be able to articulate their investment in the school vision and how they have a voice in decisions that impact school environment and student learning.</p> <p>Across the school community, parents are able to express how their children have demonstrated growth as a result of the school's social and emotional developmental health support and how this support is tied to the school's vision and students' needs.</p>		<p>All teachers will use SWPBS program focused on student citizenship, character, community, and self-control to support social and emotional developmental health for all students that results in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success.</p> <p>Measured through participation at school wide celebrations, events and reduced number of student referrals.</p>	
<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 use community resources such as the Center for Youth Behavior Specialists to support the health, social, and emotional well-being of students and families, as needed.	SY 2012-2013	CFY Specialist, Teachers and Administrators	RCSD  5500 G 13602 2110 0307 2013	\$0.00

Teachers will use Individualized Classroom Management Plans tailored to the needs of the students in their class to support a safe and healthy environment that is conducive to learning across the school community and impacts student academic success.	SY 2012-2013	Administrators, Teachers/Coaches	RCSD	\$0.00
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<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>	
<ul style="list-style-type: none"> <li>Administrators ensure that support staff and teachers have conversations using the SWIS Data Analysis regarding student behavior.</li> </ul>	<p>The school leader and student support staff work collaboratively to develop a strategic plan to incentivize teachers' use of a wide variety of data to address students' social, emotional developmental health needs that align to academic and social success.</p> <p>The school leader provides time and space for teachers to work with other staff members so that a comprehensive action plan is developed and implemented, so students can become academically and socially successful.</p>		<p>All teachers will use SWPBS program focused on student citizenship, character, community, and self-control to support social and emotional developmental health for all students that results in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success. Measured through participation at school wide celebrations, events and reduced number of student referrals.</p>	
<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 and Staff will promote and encourage positive behaviors through existing incentives, as well as providing extra incentives to all grade level students.	SY 2012-2013	Administrators, Teachers/Coaches and Staff	RCSD 5500 G 13602 2110 0307 2013	\$0.00
Teachers and Staff will use data from SWIS Data Analysis to have conversations among school staff regarding student behavior, citizenship, character, community, and self-control	SY 2012-2013	Administrators, Teachers/Coaches and Staff	RCSD	\$0.00

## **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)	Ongoing forms of communication between school, families and community partners through the ROBO call system, RCSD Calendar and District newsletters.	RCSD	\$0.00

<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>	
<ul style="list-style-type: none"> <li>Administrative team ensures that the school is a welcoming space and is responsive to families and community members.</li> <li>Administrators should ensure that the teachers and staff collaboratively design an open-door policy to ensure appropriate access to the school.</li> </ul>	a) The school is a welcoming space and is responsive to families and community members and collaboratively designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school provides support to families by creating diverse and meaningful opportunities for volunteering and engaging with the school using multiple points of entry focused on student learning and development.		Teachers and Staff will provide opportunities for families to engage with the school using multiple points of entry focused on student learning and development. Measured through the number of families attending Open House, Parent Teacher Conferences, Family/School evening events, PTO and Parent Workshops offered through the Parent Liaison 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>
School will provide monthly Parent Workshops focused on academic and social needs to foster and increase in student learning and development.	SY 2012-2013	Administrators, Teachers/Coaches and Staff	RCSD	\$0.00

**6.3** 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>	
Administration ensures that quarterly reports, i.e. Report cards are disseminated following district policies and procedures.	The school staff regularly communicates and solicits family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased.		All teachers will communicate with parents on an ongoing basis to ensure student achievement and growth. Teachers will keep a record of Parent contacts in Data Notebooks. Parent Teacher Conferences, Phone calls and Student Agendas are other venues to communicate with parents on an ongoing basis.	
<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 record daily attendance and consistently connect with parents through Parent/Teacher Conferences as well as written information distributed through monthly newsletters and informational flyers.	SY 2012-2013	Administrators, Teachers/Coaches and Staff	RCSD	\$0.00

**6.4** 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>	
Administrators should ensure school-wide opportunities to engage community partners in supporting student learning and growth.	The school builds partnerships and creates opportunities that link and engage all families with the community to support student learning and growth.		Teachers will be encouraged to develop and sustain partnerships with families and community agencies. School will document the number of partnerships and family contacts.	
<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 have an opportunity to work with community organizations such as: Sentry Safe, Nazareth college, Generation 2, Pittsford Rotary, Jewish Coalition, Lions Club and University of Rochester	SY 2012-2013	Administrators, Teachers/Coaches and Staff	RCSD	\$0.00

<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>	
Administrators should ensure that teachers share data with families to create a consistent dialogue between teachers and families.	The school community provides a wide range of learning opportunities for families and community members to elevate their understanding of student and school data.		All teachers will make contact with families consistently during the school year as the school and the families stay centered on student learning and success. Teachers will keep a record of Parent contacts in Data Notebooks. Parent Teacher Conferences, Phone calls and Student Agendas are other venues to communicate with parents on an ongoing basis.	
<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 use data from a variety of diagnostic tools to communicate the needs and strengths of students.	SY 2012-2013	Administrators, Teachers/Coaches and Staff	RCSD	\$0.00