LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Flower City School No. 54

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Lessie Hamilton-Rose	Title	Principal
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Website for Published Plan	http://www.rcsdk12.org		

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	*Linda Cimusz*	Linda Cimusz	7-27-16
President, B.O.E. / Chancellor or Chancellor's Designee	*[signature]*	Van Henri White	7-29-16

Statement of Assurances

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

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

x	2. 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.

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. Boxe should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 27, 2016	School Library		
June 1, 2016	School Library		
June 6, 2016	School Conference Room		

Name	Title / Organization	Signature
Lessie Hamilton-Rose	Principal	*Lessie Hamilton-Rose*
David Grant	Assistant Principal	*David M Grant*
Terri Hilbert	Kindergarten Teacher	*Terri Beth Hilbert*
Susan Gaffney	2nd Grade Teacher	(See Below)
Deborah Gallant	Speech Teacher	*Deborah Gallant*
Tylyyn Presha	Parent Liason	*Tylyyn Presha*
Natasha Collins	Parent	*Natasha a Collin*
Kitty Palumbo	Instructional Coach	*Katherine Palumbo*
Suzanne Gaffney	1st Grade Teacher	*Suzanne Gaffney*

School Information Sheet

School Information Sheet

Grade Configuration	K-6	Total Student Enrollment	423	% Title I Population	93	% Attendance Rate	91	
% of Students Eligible for Free Lunch	87	% of Students Eligible for Reduced-Price	2	% of Limited English Proficient Students	6	% of Students with Disabilities	21	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	0	% Black or African American	69	% Hispanic or Latino	21	% Asian, Native Hawaiian / Other Pacific Islander	2	% White	8	% Multi-Racial	

School Personnel

Years Principal Assigned to School	21	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1
% 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	0	Average # of Teacher Absences	

Overall State Accountability Status

Priority School	no	Focus School Identified by a Focus District	x	SIG 1003(a) Recipient	yes	SIG 1003(g) Recipient	no
Identification for ELA?	yes	Identification for Math?	yes	Identification for Science?	yes	Identification for High School Graduation Rate?	n/a
ELA Performance at Level 3 and Level 4	na	Math Performance at Level 3 and Level 4	na	Science Performance at Level 3 and Level 4	na	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
	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
x	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.)
x	Partial Degree (Fewer than 50% of goals were achieved.)
	Moderate Degree (At least 50% of goals were achieved.)
	Major Degree (At least 90% of goals were achieved.)

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

	Limited Degree (Fewer than 20% of activities were carried out.)
	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.)
x	Partial Degree (Some of the identified subgroups improved achievement.)
	Moderate Degree (A majority of identified subgroups improved achievement.)
	Major Degree (All identified subgroups improved achievement.)

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

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

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

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

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

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

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).

The most significant positive practices that took place at Flower City School: The school leader provided grade level teams common planning time as well as opportunities to meet with the instructional coach to focus on student data and protocols for looking at student work. Support from instructional coaches with the implementation of student data binders and writing strategies were essential in building teachers pedagogical skills. Continued focus of teacher collaboration, which resulted in a school-wide adoption of writing strategies with formative assessment models to enhance student engagement.

• 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.

Creation of student-data binders to help promote parent participation and communication in regards to student achievement. Writing and attendance incentives were practiced throughout the year with students to promote increased parent and student engagement. Grade level meetings were scheduled with the K-6 grade level teams and the instructional coach to create common language around data and student data binders in preparation for the 2016-17 school year. The school leader released teachers from their scheduled assignments which allowed for increased time with the instructional coach.

In developing the CURRENT YEAR'S plan:

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

The highlights include: research based data protocols, vertical alignment among teachers from each grade level to set specific learning target goals, student-led conferences, focused data walks, data walls and increased teacher collaboration in order to create writing strategies at each grade level specific to student needs.

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

Common planning time between grade level teams to look at student work protocols and close the gap that exists in student achievement. On-going professional development for teachers to prepare students and participate in SLC's.   Restorative Justice training for at 30% of the staff. Creation of a school calendar to guide monthly curriculum topics. Multidisciplinary Team to initiate peer focused learning walks throughout the 2016-17 school year.

• 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.

Creating inceased ownership of student learning through student data binders, 6 Pillars of character traits and SLC's. Supporting school #54 students in reaching their full potential both socially and academically.

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

During the 2015-16 school year our target ADA goal is 94% in support of our Superintendent's commendaton. Our target for reduction in incidents or short-term suspensions is 10% less for 2016-17.

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

Staff meetings, Parent Teacher Student Organization(PTSO), grade level planning, RTI, RTI/BIP Team, weekly vertical data meetings, SLC, and feedback from focused walks and formal/informal observations

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

The level of social and emotional distress exhibited by students last year indicates the urgency of additional supports required to meet the needs of some of our at-risk students currently in the building. Increased individualized parent support is needed for student success. Requests for additional support include: additional student support services such as an additional social work, or community outreach services to help meet the needs of our at-risk students.   Team building activities to foster school culture. Increased collaboration opportunities through common planning time.

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

Restorative Justice Training to decrease the number of behavior referrals and suspensions. School site workshops and district-wide opportunities.

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

Weekly bulletins, email reminders, flyers sent home with students, parent newsletters, district calendar of events, robo-calls, staff and parent surveys.

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

School website, school information board in school, parent open house, PTSO meetings, International Fair, Curriculum Night, Community Partners such as Cameron, posted notices, School Bulletin Board, RCSD Channel 15

• 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.

The school will provide a Kindergarten "Meet & Greet" for preschool students and parents. Teachers will be available to have an intake session with parents for gathering specific student information. Teachers will share highlights of the Kindergarten CCLS and provide Home-School Connection publication copies. Monthly "Parent" magazine for all students delivered school wide, as well as a reading newsletter specifically sent by the Principal, in English and Spanish.

Re-Identified Focus Schools

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

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of 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) beginning no later than the 2016-17 school year. 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.The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle.

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

1. Identify the Turnaround Principle the school is choosing to implement.

Looking at the data to reflect instructional practice

2.   Describe the schools plan for intensive implementation of the identified principle. As part of the response include a timeline for implementation.

Teachers and students will track and monitor data to set learning goals and create student data binders to keep parents informed.

3. Describe the plan for oversight of the implementation of the identified principle.

In May 2016 parents will be invited to partake in student led conferences and share their experience both in person and by survey as school #54 moves forward with increasing parent engagement and student achievment.

Priority Schools: Whole School Reform Model
(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

http://www.p12.nysed.gov/accountability/forms.html

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 15-16 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2015-16 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2015-16 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2015-16 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

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

2. Organizational Plan

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

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack therof that have occurred since the 2015-16 plan.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 15-16 plan.

Priority Schools: Whole School Reform Model
(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School

1. Describe the schedule that will result in implementation of a whole school reform model no later than the 2018-19 school year.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?

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

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

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

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

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

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

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

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

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

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

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		x	x		
Student Average Daily Attendance	x	x	x		
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				x	
Student Discipline Referrals				x	
Student Truancy Rate	x			x	
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate	x				
Teachers Rated as "Effective" and "Highly Effective"	x	x	x	x	x
Teacher Attendance at Professional Development		x	x	x	x
Parent Attendance at Workshops					x
Parent Participation in District/School Surveys					x

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:	December 8,9,10 2015
B2. DTSDE Review Type:	District-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.	Create SMART goals with all stake holders that focus on the building-wide initatives that occur throughout the year and offer the staff time to reflect and respond to assessed needs. Establish a professional development calendar giving all staff a clear vision of the schools instructional goals, scheduled focus walks followed with immediate feedback to notify staff of the schools current status.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	In September 2016 all teachers will meet weekly to implement instrucional stratagies through vertical aligment to determine what students are expected to know and be able to do at each grade level. This will be measured by conducting monthly focus walks to assess pre- establshed academic goals. 70% of the staff will participate in the focus walks and share feedback with all stakeholders. This will result in teachers using the collected data to inform instruction.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly target goals will be created and include a rotating schedule of ELA, Math and Writing standards as well as formative assessment strategies. (with the exception of September which will focus on rituals and routines) The creation of classroom data walls, student data binders and visible learning targets will allow grade level teams to assess and modify instructional goals as necessary.

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.
16-Sep	16-Oct	Rituals and routines, the entire school will focus on classroom and school-wide proceedures.
16-Sep		Artifact created to notify staff of monthly grade level instructional topics. Calendar to mark PD dates, focus walks and monthly target goals.
Sept. - 16	17-Jun	Administrators will facilitate PD on Superintendent's day on Data Notebooks regarding content, goals and usage.
Sept. - 16	17-Jun	Administrators will share focus walk calendar with specific elements for school staff.
Sept. - 16	17-Jun	Grade level teams will utilize feedback from focus walks to modify their instruction
Sept. - 16	17-Jun	Students will use their student data binders to conduct student led conferences at least twice a year.

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:	December 8,9,10 2015
B2. DTSDE Review Type:	District-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.	School leaders will schedule, monitor and attend weekly grade level meetings. Grade level meetings will focus on monthly reviews of student data, daily learning targets and how the learning targets align with the standards and formative assessments. Teachers will include all of these elements in their lesson plans to monitor student progress.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By January 2017, 60% of all teaching staff will utilize lesson plan elements that incorporate learning targets, formative assessment, data and CCLS. This will be measured by conducting peer focus walks and administrative monthly reviews.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Artifact that collects information from common planning time meetings. Actual lesson plans indicating data, standards and formative assessment are visable and available for warm and cool feedback.

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.
Sept. 16	17-Jun	Teachers will use the data gathered to create lesson plans that align with increasing student achievement, engage in vertical teaching and provide feedback and differentiation.
Sept. 16	17-Jun	Administration and or coach will provide templates for lesson plan design
Sept. 16	17-Jun	Coach will provide backward design models to help teachers navigate lesson design
Sept. 16	17-Jun	The data generated from LASW Protocol used during Common Planning Time with classroom teachers and coach will provide teachers with clear learning targets to help students achieve academic success.
Sept. 16	17-Jun	Teachers will gather student data in individual student data binders which reflect growth on Lexia, Compass, CCLS and varied assessments. Student Data Binders should be readily accessible in the classroom.

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:	December 8,9,10 2015
B2. DTSDE Review Type:	District-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.	Create monthly focus walks that allow all stakeholders to participate and share-out findings. Each team would establish a classroom visitation schedule that is non-evaluative in order for teachers to share effective instructional strategies focused on: Student data, higher level questioning, student engagement, classroom behavioral systems and differentiation. The information generated from this protocol will be used for timely feedback for the entire staff to reflect and set PD plans.

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 March 2017, 50% of classroom teachers will participate in at least one focused learning walk during the 2016-2017 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Create monthly classroom visit schedule. Create Classroom visitation protocol. Schedule time for the team to meet and share findings, provide data and a template to share information gathered for the entire staff.

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.
Sept. 16	16-Jun	Administrators will create a site visitation schedule for teachers interested in non-evaluative peer learning walks in their colleague's classrooms.
Sept. 16	16-Jun	Teachers will sign up to partake in a focus walk
Sept. 16	16-Jun	Administration will provide coverage for teachers during the focus walk if possible.
Sept. 16	16-Jun	Before conducting a focus walk the teacher team will discuss the goal and data to be collected.

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:	December 8,9,10 2015
B2. DTSDE Review Type:	District-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.	Consistently implement a research based building-wide system where all students are recognized and their social-emotional health is supported; evaluate current programs in order to determine which will be implemented with fidelity and which will be abandoned. Formal input for this decision will be received form all stakeholders via surveys; SBPT with the administrators will make recommendations for implementation with staff.

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.	30% of teaching staff will receive Restorative Justice training, this will decrease behavioral referrals by 10%. This will be measured through ESS referral data in concert with staff.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Administration will send out surveys quarterly for teachers to share the number of students participating in character counts celebrations and share results with SBPT in Sept. and Jan. For review, monitor effectiveness and make adjustments.

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.
Sept. 16	16-Jun	Administration will send out quarterly surveys for teachers to report the number of students participating in character counts celebrations and share results with SBPT in Sept. and Jan. For review, monitor effectiveness and make adjustments.
Sept. 16	16-Jun	Administration will create a referral log to record the number of referrals that come in per classroom for each month.
Sept. 16	16-Jun	Surveys will be used twice a year to capture staff participation in Character Counts and shared with SBPT for further recommendations.
Sept. 16	16-Jun	Opportunities for Restorative Justice Training will be turnkeyed throughout the 2016-17 school year.
Sept. 16	16-Jun	Student data binders will include goal setting activities for the 6 Pillars of Character.

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:	December 8,9,10 2015
B2. DTSDE Review Type:	District-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.	Develop and implement a system that recruits, trains, and supports parents and community partnerships that will focus on students' academic and social-emotional health; teachers will be included in these professional development opportunities.

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.	35% of the parents at school #54 will partake in school-wide professional development and or evening events designed to build a culture of partnerships with families and community members. This will be measured through parent feedback surveys detailing key components of the schools mission statement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Communication Vehicles: Student Data Binders will be used as a three way point of contact among students, teachers and parents. In addition, Student agendas/Planners/Classroom Newsletters/Robo Calls/ Flyers and several evening events etc.. will facilitate contact among students, teachers and parents. The School Leader will solicit best practices from teachers that have shown to be successful with recipocal parental communication and develop a formalized system to track all forms of contact with parents, families and community members.

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.
Sept. 16	16-Jun	Teachers and students will share curriculum, data and student learning goals with parents using the student data binders during student led conferences.
Sept. 16	16-Jun	Classroom teachers will create a section in student data binder for social emotional growth ie: character counts.
Sept. 16	16-Jun	The Parent Liaison and PTSO President will create surveys to be administered during school-wide activities.
Sept. 16	16-Jun	The Parent Liaison and PTSO President will have a table for open recruitment of parents for the PTSO.
Sept. 16	16-Jun	The classroom teacher will send the student planner's home daily with communication for the parents.
Sept. 16	16-Jun	The classroom teacher will utilize student data binders to drive student led conferences.
Sept. 16	16-Jun	Student Data Binders will be utilized school wide as a communication vehicle to support student academic progress and social-emotional growth between parent's students and teachers.
Sept. 16	16-Jun	Restorative Justice Training/Training for parents and staff
Sept. 16	16-Nov	Code of conduct review with teachers, parents and students
		Classroom teachers will communicate academic targets to parents with monthly classroom newsletters.