

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	James P.B. Duffy School No. 12

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)



Contact Name	Michele Liguori-Alampi	Title	Principal
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Website for Published Plan	www.rcsdk12.org/12		

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, Interim Superintendent	7-27-16
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White, President, B.O.E.	7-29-16

Statement of Assurances

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

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
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.
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
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.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
August 17, 2015	School # 12	November 23, 2015	School # 12
September 15, 2015	School # 12	December 9, 2015	School # 12
September 29, 2015	School # 12	April 13, 2016	School # 12
October 14, 2015	School # 12	May 23 and 25, 2016	School # 12
October 27, 2015	School # 12	June 8, 2016	School # 12

Name	Title / Organization	Signature
Michele Liguori-Alampi	Principal/School # 12	<i>Michele Liguori-Alampi</i>
Mary Beth Ash-Jones	Vice Principal/School # 12	<i>Mary Beth Ash-Jones</i>
Tim Graziano	Vice Principal/School # 12	<i>Tim Graziano</i>
Amanda Forkner	Instructional Coach/School # 12	<i>Amanda Forkner</i>
Susan Allen	Parent Liaison/ School # 12	<i>Susan Allen</i>
Sandra Perez	ESOL Teacher/School # 12	<i>Sandra Perez</i>
Ann Bounds	Classroom Teacher/School # 12	<i>Ann Bounds</i>
Kasey Gillette	Classroom Teacher/School # 12	<i>Kasey Gillette</i>
Meagan Hennessey	Classroom Teacher/School # 12	<i>Meagan Hennessey</i>
Mayra Tobin	Classroom Teacher/School # 12	<i>Mayra Tobin</i>
Maritza Shuman	Classroom Teacher/School # 12	<i>absent</i>
Jeanne Robillard	Librarian/School # 12	<i>Jeanne Robillard</i>
Rachel Larson	Parent/School # 12	<i>Rachel Larson</i>
Eleanor Payton	Parent/School # 12	<i>E. Payton</i>
Vicki Robertson	Parent / School # 12	
<i>Jen Gally</i>	<i>Parent / School # 12</i>	<i>Jen Gally</i>

School Information Sheet

School Information Sheet							
Grade Configuration	K-7	Total Student Enrollment	726	% Title I Population	76.90%	% Attendance Rate	93.10%
% of Students Eligible for Free Lunch	100% District eligibility	% of Students Eligible for Reduced-Price	100% District eligibility	% of Limited English Proficient Students	20%	% of Students with Disabilities	12.80%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	<1%	% Black or African American	54%	% Hispanic or Latino	31%	% Asian, Native Hawaiian / Other Pacific Islander	2%	% White	13%	% Multi-Racial	<1%

School Personnel							
Years Principal Assigned to School	new 16-17	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	2
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0%	% of Teachers Teaching Out of Certification Area	0%	% Teaching with Fewer than 3 Years of Experience	2% 1516SY	Average Teacher Absences	8% 1516SY

Overall State Accountability Status							
Priority School	NO	Focus School Identified by a Focus District	X	SIG 1003(a) Recipient	X	SIG 1003(g) Recipient	NO
Identification for ELA?	X	Identification for Math?	X	Identification for Science?	NO	Identification for High School Graduation Rate?	N/A
ELA Performance at Level 3 and Level 4	10%	Math Performance at Level 3 and Level 4	16%	Science Performance at Level 3 and Level 4	71%	Four-Year Graduation Rate (HS Only)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A
Persistently Failing School (per Education Law 211-f)	NO	Failing School (per Education Law 211-f)	NO				

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA Note: 1415SY			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
X	Students with Disabilities	X	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
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native	X	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			
X	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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input checked="" type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | 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).

This year we focused on developing teachers' skill set in using data to drive their instructional decisions and use ongoing measures to check for student growth. This included lesson plan develop that enhanced methods to use student progress, interests, and linguistic needs as well as instructional strategies in a variety of PD opportunities to accomplish this goal.

- 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.

Revised the data action planning cycle format and SMART goals setting from Cycle 1 to Cycle 2 for better outcomes. We added the items above when walk throughs, lesson plan reviews, and grade level meetings demonstrated the need.

In developing the **CURRENT YEAR'S plan**:

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

We focused on using Data to drive instruction using the Data Action Planning Cycle that held all accountable to bring new strategies and ideas to the table for action plan creations. This included a focus on differentiation instruction planning and lesson design. We used a series of meetings to check on students growth and progress as well as teacher planning. We also focused on identifying student interests and strategies to design highly engaging lesson plans that are included students target and goal setting to monitor their own growth as well as fulfill development of higher order thinking questions. We also focused on designing effective classroom management systems that create high levels of respect and rapport in students; in K-1 we fully implemented the ZONEs of regulation and explored other optional tools for Grades 2-6.

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

Use of CFA and other research based tools to monitor students' growth throughout the school year- through Data Action Planning Cycle to accomplish with SMART Goals Focus of DDI and DI strategies in core content areas. Implementation of protocols to engage parents more fully in the home-school connections. Upon creation of the visions for healthy social emotional development- implement the action plan and make the vision a reality.

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

The above goals align with the mission and vision of the school and the SCEP.

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

75% of all subgroups will show growth on the ELA and Math formative assessments (CORE knowledge Skills assessments, mid and end of unit EL assessments, NYSESLAT, NWEA, AIMweb for progress monitoring and the Grade 3-6 Math CFAs)

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

The master schedule will be aligned to the school goals and programming needs. It will also allow for ongoing teacher collaboration.

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

Scheduling and lack of subs in the system may impact teacher planning time and the ability to collaborate or implement the school initiatives.

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

The RTA contract includes five, 1/2 day teacher release time that will be aligned with the SCEP goals- one session per tenet. Daily ,master schedule now includes a 30 minute recess period that serves as the teacher planning period; thus creating a 40 minute block daily to be used for teacher meetings, collaboaration, intervention support, and learning instructional walks. Three on depth sessions have also been planned to align teach pacing to the power standards and assist in standards based (rather than module based) lesson development. Special subject and support staff can also be mandated to attend a weekly meeting with administration for planning purposes (and one additional voluntary session_ as per the RTA contract.

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

The Parent and Community engagement subcommittee of SBPT has designed recommendations for sample protocols to enhance communication and share pertinent information in a constructive and positive format.

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

This will be made available to all on the website and highlights discussed at PTA and other parent meetings. Elements of the plan are incorporated in to the TITLE I and SAS plans for the 2016-17 school year.

- 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.

Contact preschool programs and provide an orientation to recruit and help students and their families transition to the elementary school setting. School 12 staff are present in local community preschools and answer questions. Receive early intervention service needs in a timely fashion and seek preschool information to best support children upon their arrival.

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.

1. State-Developed Differentiated Recognition, Accountability, and Support

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

We will use the Data Action Planning Cycle Format (3 session per year) that identify an ELA or Math instructional gap, ask an exploratory question set a SMART goal, identify new instructional strategies that address the needs of each identified subgroups (ELLs, SWD, AA, Hispanic students), and design action plans to meet their differentiated needs. Timeline- Sept- rollout cycle 1 that includes weekly progress monitoring of lesson plans and students' formative assessment measures. This cycle will be repeated three times in the year. SBPT will monitor the results of each cycle and adjust

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

SBPT must monitor the progress in order to achieve effective implementation and completion at each grade level. The team will also be able to identify PD needs or other actions to maintain continued students and teacher growth.

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.

Empty text box

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.

Empty text box

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 thereof that have occurred since the 2015-16 plan.

Empty text box

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.

Empty text box

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.

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:	January 12-16, 2016
B2. DTSDE Review Type:	IIT State Training Site

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to continue to advocate for effective staffing levels for all school programs and resources in order to impact student performance and adequately service the new 7th grade population. DTSDE site visit recommended that the principal's vision should be linked to specific and explicit academic targets for student learning in ELA and mathematics. (for example: 75% show growth on the NWEA by reaching their projected targets). Teachers should then align all grade level goals and data action plans with these school goals.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The leadership will ensure that 100% of the master schedule will allow for common planning time, increased time for teacher collaboration for in depth standards based unit design, data review, walk throughs, progress monitoring, administrative walk throughs, peer learning walks, and the creation of engaging student-centered I (Data Action Planning Cycle) lessons. The goals will align with all school wide goals to build a school climate and teacher understanding around instructional excellence. These goals will align with the PD professional calendar.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data Action Planning Cycle Meeting minutes and results. Master schedule with 40 minute collaborative blocks daily. Walk through and learning walks feedback, progress monitoring tool.

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.
Summer 2016	August, 2016	The principal designs a vision to share with all stakeholders that outlines the SCEP tenets and school goals that link to specific academic targets. IMPACT: All stakeholders in the school will have a clear understanding of the academic, social, and emotional development expectation for all learners.
September, 2016	June, 2017	The principal presents the vision statement and reviews the targets with the team for approval. The team determines the method for staff rollout. SBPT outlines with leadership team the year long outcomes and expectations. IMPACT: Increased buy-in by all stakeholders in vision adoption, implementation, and monitoring of all SMART goals in school wide initiatives.
June, 2016	June, 2016 and ongoing weekly review through June, 2017	The principal presents a master schedule that allows for 30 minutes of recess (planning period), a writing block (40 minutes), and 40 minutes of daily common planning time for grade level teams. The time may be designated in the following areas: Grade level team meeting once a week (teacher agenda), Data Action Planning Cycle (Administration run), classroom walk throughs and learning walks, UBD time, and intervention push in to another grade level for an extended block of time (3 week minimum three times a week). Activities will vary throughout the school year. Grade Level Teams will determine their monthly calendar for use of this time. Leadership will monitor implementation in weekly meetings. IMPACT: Increased time on instruction in identified Focus Areas for all identified subgroups.
September, 2016	On-Going throughout the year when the RCSD announces the dates for these sessions	SBPT and the leadership team to facilitate the design of the PD master calendar to include 5 half day sessions aligned with the tenet goals as well as other PD opportunities that cover identified need areas. These will include: Planning and Preparation; Curriculum Mapping and the use of Universal Backwards Design; Students' goal setting, target setting, and student led conferencing; Parental and Community engagement efforts and effective methods for communication/involvement in the learning process; and Social-Emotional Health and well being of students and staff. IMPACT: this will allow a laser like focus on the SCEP tenet targets and goals.

November, 2016	February, 2017 and May, 2017	The principal and leadership team to hold pacing and content review sessions with the Math and ELA Directors with individual teachers to ensure standards are all taught in a timely fashion three times throughout the year. These meetings will take place during Planning periods (mandated weekly meeting). IMPACT: Keep teachers accountable to standards based instruction and progress monitoring of their individual students' academic growth.
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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:	January , 2016
B2. DTSDE Review Type:	IIT Training

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The evidence demonstrates that we have slowly started to make the transition from "module bound" teaching that limits teacher creativity and ability to develop differentiated lesson planning and units of study. We need to continue to stress the importance of using Universal Backwards Design (UBD) in all unit and lesson planning that are aligned with the NYS CCSS expectations. The DTSDE in January also recommended that all grade, team goal setting, and Data Action Planning strategic tactics should be aligned to the use of common formative assessments (CFA) and used to adjust curricula, plan interventions, and systematically design differentiated unit and lesson plans to address the needs of all learners.
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12

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.	Teachers will demonstrate differentiated instruction (process) in 75% of peer and administrative walkthroughs. There will be evidence of planning for implementation of differentiation in 85% of lesson plans each week in at least one core (ELA/ Math) content area. 100% of teachers will use accountable talk and student reflection tools to assess their academic and behavioral growth quarterly by June, 2017.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Peer and Administrative walkthroughs, lesson plans, grade level agendas and minutes, UBD units of study

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, 2016	Date TBD when RCSD determines the dates- Will be Session 1	The SBPT will develop a half day PD session on planning and preparation that aligns with Danielson Domain 1 that includes: lesson planning expectations, tools for use, and reflective methods (Plan-Teach-Assess- Reflect) that promote student-centered learning. Ongoing support and discussion will continue throughout the school year various meeting formats. IMPACT: enhance student engagement and achievement through DI lesson planning and delivery.
July, 2016	August, 2016 and weekly meetings ongoing until June, 2017	Provide grade level teams time to develop UBD units of study on a weekly basis (during the specials block). This will be an extension of the 20 hrs. PDI offered during the summer 2016 to adjust and modify units designed as needed. One Half Day Session will also focus on this area (date TBD by RSCD). IMPACT: enhance student engagement and achievement through DI lesson planning and delivery.
September, 2016	August, 2016	Immerse teachers in practice through PLC format that allows teachers to deeply study their content and delivery to deepen their understanding that focus on school wide goals, such as student self- evaluation/reflection/ and goal setting, student engagement, data-driven instruction to provide differentiated instruction, and social emotional development to create a culture for learning. RCSD learning design formats will be used for the PLC's to document minutes- using the Data Action Planning Cycle. This will be completed in a 40 minute weekly meeting by grade level teams with three optional additional meetings for teachers to continue design work on their own weekly. IMPACT: Increase teacher knowledge on how to use a variety of resources and tools to fully engage students to take ownership of the learning process.
October, 2106	End of November, 2016, January, 2017 and April, 2017	Teachers will continue to use an age appropriate format to have students set targets and reflect and evaluate their progress towards their goals quarterly. This information will align with the SCEP targets and the DAPC action plans and use CFAs. IMPACT: Increased student engagement and long term retention of content.

Sept, 2016	December, 2016 and March, 2017	Teachers will continue to use an age appropriate, student interest surveys to help teachers adjust and modify their lessons to better meet the individual interests of students. This tool will be used bi-annually (December and March) and include a teacher reflection tool to help make the necessary instructional changes. SBPT will review survey results, suggest PD offerings, and monitor schoolwide evidence in lesson planning adjustments. IMPACT: Increased student engagement and long term retention of content.
Sept, 2016	October, 2016; January, 2017; March, 2017	By the end of September, grade level teams must identify/develop the year long calendar for common formative assessments and dates for data interpretation and analysis. This should include how to share with students and have them reflect on their own level of understanding with their next steps. This will be discussed on DAPC meetings and reviewed in teacher-administrator one-one meetings four times throughout the year (October, January, March, May) during a teacher planning meeting. IMPACT: Focus teachers on designing explicit instructional strategic tactics to close identified instructional and learning gaps to enhance students academic growth.

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:	January, 2016
B2. DTSDE Review Type:	IIT- Training 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.	In the DTSDE Self Assessment (2015-16) the school identified the following need: We need to continue with our concerted and deliberate focus on Differentiated Instruction with a concentration on process. Continue deep data dives and look at student work to assist teachers in targeted planning and instructional delivery to impact student achievement. Teachers must take an active role in collecting evidence and providing feedback around DI during classroom walkthroughs. Lesson plans should contain: the use of DI in at least one core instructional area; all elements of Domain 1 on the Danielson rubric, and evidence of elements of Data Action Planning cycles. The IIT DTSDE review outlined needs in the following areas: engaging student centered lessons; differentiation in materials, support, and process; opportunities for children to think deeply about content and reflect on their growth toward the goals. All data action planning cycles should include within the action plan strategic tactics that include "differentiation by process" (ie: strategies that increase access to the curriculum, ie: think-pair-share, wait time, accountable talk stems, build a student response upon response strategy.), use a CFA, opportunities to review lesson plans as a grade level, and classroom visitation to check for full implementation of the action plan designed.
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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.	Enhance students' engagement to promote higher student achievement, as measured by a 10% reduction in office referrals and 75% of students meeting their designated SMART goals on each of the grade level teams DACPs Cycles 1-3). Additionally, there will be evidence of planning for implementation of differentiation in 85% of lesson plans each week in at least one core (ELA/ Math) content area that include student-centered learning activities connected to student outcomes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data Action Planning Cycle Summary Documentation; deep data dives that analyze formative assessments (CFAs, NWEA, AIMSWEB, NYS ELA and Math, NYSESLAT, SLO's, Running Reading Records, Module and Unit Assessments, Exit tickets) interest surveys (with Teacher Reflection), lesson plan reviews, student led conference exemplars and videos.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September, 2016	June, 2017	Each grade level team will identify a model classroom that promotes an identified school wide focus (Planning and Preparation; Curriculum Design on Universal Backward Design; Parent and Community Engagement, social-emotional health, student centered learning, goal setting and student led conferences) that includes differentiation (process) to meet student needs. We will utilize these rooms for classroom walkthroughs/peer visitation during the 40 minute specials block on a regular basis. They will also provide exemplars for the half day release session in each others areas. Teams will determine the visitation schedules. Lesson plans will be reviewed prior to the walk throughs to identify the observed elements. IMPACT: Build collaboration between teachers and staff to increase student performance.
September 2016- forms submitted for review	October-June, 2017 monthly completion	Classroom teachers will provide focused and specific feedback on formative and summative assessments that can serve to guide students' growth in learning by providing opportunities for students to participate in target setting and action steps. Students will document and monitor their own growth (teachers to determine the methods and document management systems that are age appropriate. This will be fully developed in various meetings throughout the year. IMPACT: Teachers will be more targeted in instruction and delivery to increase student performance.

TBD(RCSD)	June, 2017 with weekly follow up opportunities for grade level teams	The school will dedicate one, half-day release session to a PD on Universal Backwards Design (UBD) unit planning that enhances the 20 hrs. of Summer PDI and continues ongoing support for ELA and Math Engage NY modules redesign that are standards based, student centered, contain DI while maintaining rigorous grade level expectations and instructional goals. This will include an in-depth review of effective planning methods and components that highlights student centered learning and DI planning. IMPACT: This will promote highly engaged students that enhance rich content discussion and promote performance based assessments with student evaluation components (shared in student led conferences with parents).
Summer 2016	Summer, 2017 (Calendar to fully outline data, rationale for PDI, suggested outcomes, and success measures)	A subcommittee of SBPT will design a Professional Development Calendar (over the summer- team to determine the dates) that align with the SCEP goals and activities (targets differentiated instruction on process, providing teachers time to collaboratively collect, interpret, analyze and plan DI lessons to meet all levels of student needs, common formative assessments and the continuous improvement cycle) and address all tenet areas (Tenets 3-6). IMPACT: Teachers will be more targeted in instruction and delivery to increase student performance.
November, 2016; Feb, 2017; June, 2017	August, 2017	Quarterly teacher release by grade level to work with administration, Math, and ELA directors to re/align pacing against the power standards and adjust planning accordingly. IMPACT; teachers will stay on target with critical standards instruction and not follow modules without regard for pacing; to ensure content coverage prior to standardized assessments.
June,2016	August, 2017	Summer retreat to deepen teachers knowledge on how to fully engage students in total participation. End of August for 4 hrs. 10- hrs. total PDI. - IMPACT: Enhanced teacher's knowledge of full engagement strategies in building a school wide cohesive and collaborative team and develop student-centered lesson plans that enhance students' growth.
September , 2016	July-August, 2017	Teachers will have the opportunity to UBD their content areas for ELA, Math, and/or writing to be fully implemented in the fall. IMPACT- lessons will be aligned with the SCEP goals and Curriculum Mapping provided for long range planning.

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:	January, 2016
B2. DTSDE Review Type:	IIT- Training 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.	<p>During the School Self-Assessment, the following areas were identified: To build a school community that fosters positive social and emotional interactions between all stakeholders and a growth mindset that focuses on methods for intervention and development of pro-social behaviors (rather than punishment and punitive measures). The school leaders create and support school-wide systems which are implemented throughout the building that include: positive recognition systems (PBIS), use of research based best practices for social emotional supports (PSIT, Second Step, Zones of Regulation, Social worker supports, speech classroom supports), and use of data to drive school wide focus and concentration (PSIT and PBIS data monthly reviews).</p> <p>During the IIT Review, the following recommendations were offered and implemented prior to the close of the 2015-16 school year: The SBPT identified teacher-leaders to create a school wide vision for social/emotional developmental health of all students, with the recommendations the school design the action plan during the 2016-17 school year on how to best meet the tier 1-3 social-emotional needs of the student body.</p>
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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.	90% of all classrooms will implement a social-emotional, age- appropriate skills program twice a week for 30 minutes, as identified in their lesson plans and administrative and peer walk throughs. Increase the time spent on task in classrooms by reducing the number of office referrals by 10% by June, 2017.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Documents to review: office referrals, ISS visits, social worker referrals, lesson plans review, walk through evidence, agendas and minutes of SWPBS team

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.
TBD (RCSD)	June,2017	The school will dedicate one, Half-Day Release session to a PD on social emotional development. This will include an in-depth application of Therapeutic Crisis Intervention techniques that teachers learned during the 2015-16 school year. These techniques will be used to diffuse and de-escalate students' behaviors. Admin team, SBPT, ISS support staff, The Center for Youth, and Teacher leaders will design the PD session. Teachers will have an opportunity to develop classroom management procedures and policies and role play strategies to apply within the classroom. IMPACT: Students will spend more time in the classroom and on task, with fewer interruptions to classroom instructional flow. This will also reduce office referrals and time in ISS. This will also decrease negative parental contact and build stronger home-school communications.

Summer 2016 SWPBS team develops yearlong monthly calendar September-6th and 7th grade teams modify for their grade levels	June,2017	SWPB team will continue to promote a Tier 1 positive school climate through assisting teachers and staff in building strong student, collegial, and parental relationships; with a focus on highest priority areas for students (bullying and non-compliance). The school will also use the vision for school wide health and social/emotional development guidelines developed and SWPBS will continue to focus on a monthly character trait that includes pep rallies, focused Principal Book of the Month, classroom and home activities, and the use of Duck Bills as an incentive with monthly rewards and recognitions. This will also include station rotations in the new school building on all matrix locations and how to appropriately use these school building resources (hallways, bathrooms, cafeteria, buses, playground, and instructional/classroom locations). 6th and 7th grade teachers will look for age appropriate incentives for their grade levels. IMPACT: Increase positive school environment by helping students achieve appropriate social emotional skill development and focus on academic tasks.
September, 2016	Monthly focus -to end June, 2017	SBPT subcommittee developed a mission statement for supporting the social and emotional development of our students and designed a matrix of the Social-Emotional Development Traits of Students Pre-k through Grade 8 to share with all staff in September, 2016. These traits will be used as a benchmark to assess the social emotional health of our students and identify those in need of support for follow up with social worker, PSIT, PBIS team, and Administrative supports. The Teacher Leader Team will turn parameters into a student checklist to progress monitor identified students' growth in this area. IMPACT: to recognize and foster positive social emotional health in our students and target those not exhibiting these guidelines; thus promoting a positive school climate.
Sept, 2016	June,2017	Social workers and other identified staff will work to build community partnerships and referrals for students and families needing more extensive community support for mental health needs. The PSIT and PBS teams will work in conjunction with administration and the social workers. Staff can access supports through an online referral system. IMPACT: to reduce classroom instructional disruption and assist families and their children access community resources and identify needed services.
June, 2016	Sept, 2016	School librarian, parent liaison, social workers, and psychologist will develop a parental lending library that focuses on developing key traits in students that foster student success; overcoming identified areas that hinder social-emotional development and academic growth (poverty, environmental stress, anger management, family crisis, developing tolerance and empathy, etc.). The team will present these materials to staff and parents and house them in the Parent Room during the 2016-17 school year. IMPACT: this will help educate our parents on how to help their children develop positive social emotional behaviors.
September, 2016- K-6- must provide tool using for Tier I to SBPT for review	October- 7th grade system in full implementation ; November- peer walk throughs ; December- lesson plan review (continue with monthly focus through June, 2017)	The master schedule includes two mandated, 30-minute instructional blocks dedicated to social emotional development (recommended opposite non-intervention days in the week). This may include the use of Zones of Regulation (K-2) and Second Step materials (Grades 3-6), and other materials that are approved by the SBPT. Grade 7 will design a tool in the fall when new administration and 7th grade staff is on board. IMPACT- all children will receive explicit instruction on developing positive social emotionally skills and develop a common language across the school when addressing behavioral issues.

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:	January, 2016	
B2. DTSDE Review Type:	IIT Training Review	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The School Self Assessment identified the following: We need to continue to engage parents, families and community stakeholders in ongoing communication methods that meet identified students' needs and strengths. We also need to promote and provide training on academic programs for these groups. The DTSDE IIT review in January, 2016, recommended that, in order to address and identify the needs of all subgroups within the school community, we should devise and implement a parent interview and survey protocol to use systematically when communicating with parents (conferences, phone calls, home visits, etc.). The RCSD also recognized the need to refine all school wide Title I events to include a workshop model that further assists the school staff in helping parents support their children's academic growth and social-emotional well-being.	
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.	Increase by 10% the number of families participating in the Title I events, as compared to 2015-16 by June, 2017. After PD on the new parent surveys and protocols, 85% of the staff will consistently use these methods given when communicating with parents as documented on Parental Record Keeping forms. 50% of the parent surveys completed for school wide events (Title I, Student Led Conferencing, after Parent Teacher conferences) will demonstrate an increase in parental knowledge on how to help their children perform better academically and social-emotionally.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent teacher conference counts with surveys, teachers' parent-teacher communication logs, volunteer enrollment figures and end of the year surveys, participation in school events numbers and Title I funded events' surveys, student led conferencing parent and student feedback forms	
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.
Events start in September, 2016	May, 2017 (final report submitted June, 2017)	School (with student representation) will hold school/program-wide events to celebrate students' accomplishments and inform parents of academic expectations, using a workshop model. These events will be designed with parent involvement and the SBPT members; funded through Title 1 funds. For the full action plan, see the Title I Parent Involvement plan that delineates each event in detail with a timeline for implementation. IMPACT: to enhance parental education and knowledge on how to help their children perform better academically and behaviorally in school to reach higher achievement levels.
TBD by RSCD	June, 2016	The school will dedicate one, Half-Day Release session to a PD on student led conferencing and encourage grade level teams to reflect upon effectiveness after each report card conference. Parents, teachers, and students who participate in student led conferencing will provide feedback on the experience. Admins team, SBPT, and Teacher Leaders will design the PD session. Grade level teams will work in their daily PD designated times to design their grade level protocols for the conferences. IMPACT: to enhance students engagement in their learning and help parents understand the rigorous standards based grade level expectations as well as social - emotional performance levels of their child/ren.

September, 2016	On-going collection with quarterly data collection by June, 2017.	Opening Day Packets for staff will include sample Contacts and Data sheets for teacher self selection. They must choose one method to document their parental contacts throughout the school year (and submit quarterly with their report cards). IMPACT: teachers are systematically thinking through their parental communication in order to build positive long-term relationships with their parents and share specific and detailed performance and behavioral information in a timely, culturally relevant, and ongoing fashion.
TBD by RSCD	June, 2017	The school will dedicate one, Half-Day Release session to a PD on developing and building parent and family relationships. This will include methods to enhance communication with parents about curricular units of study and individual student performance that include ways to engage families in the learning process. Staff will generate a list of effective techniques they use to build strong parental relationships, shared in a written format with their colleagues. This should include effective ways to write report card comments, parent conferencing techniques, and strategies to gain parental support and engagement in the learning process. IMPACT: To help parents understand the rigorous , standards based grade level expectations as well as social - emotional performance levels of their child/ren.