

<b>LEA Name:</b>	Rochester City School District
<b>LEA BEDS Code:</b>	261600010020
<b>School Name:</b>	Henry Lomb School No. 20

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2016-2017 School Comprehensive Education Plan (SCEP)

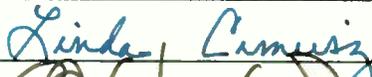
<b>Contact Name</b>	D 'Onnarae Johnson	<b>Title</b>	Principal
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<b>Website for Published Plan</b>			

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

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



## 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.**

## School Information Sheet

School Information Sheet							
Grade Configuration	Pre-k - 6	Total Student Enrollment	369	% Title I Population	92%	% Attendance Rate	92%
% of Students Eligible for Free Lunch	92.60%	% of Students Eligible for Reduced-Price	NA	% of Limited English Proficient Students	23	% of Students with Disabilities	77

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	218	% Hispanic or Latino	143	% Asian, Native Hawaiian / Other Pacific Islander	4	% White	12	% Multi-Racial	NA

School Personnel							
Years Principal Assigned to School	13	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	1	Average # of Teacher Absences	

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Y	SIG 1003(a) Recipient	NA	SIG 1003(g) Recipient	NA
Identification for ELA?	Y	Identification for Math?	NO	Identification for Science?	NO	Identification for High School Graduation Rate?	NA
ELA Performance at Level 3 and Level 4	7%	Math Performance at Level 3 and Level 4	20.80%	Science Performance at Level 3 and Level 4	55%	Four-Year Graduation Rate (HS Only)	NA
% of 1st Year Students Who Earned 10+ Credits (HS Only)	NA	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	NA	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	NA	Six-Year Graduation Rate (HS Only)	NA
Persistently Failing School (per Education Law 211-f)	NA	Failing School (per Education Law 211-f)	NA				

### School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	<b>NO</b>	Black or African American
<b>No</b>	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
<b>No</b>	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	<b>No</b>	Black or African American
<b>No</b>	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
<b>No</b>	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native	<b>Yes</b>	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
<b>No</b>	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	Limited English Proficient

## SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

**1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").**

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

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

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

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

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

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

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- 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).

Improved RTI process resulted in more students receiving targeted Tier 2 and 3 interventions, 40% increase in teacher grade level meeting minutes submitted, Teachers visiting colleagues' classrooms as well as switching classes for a day. Student performance on the NWEA at grades 5 and 6 was significantly improved in ELA and Math. 95% of our students in grades 3-6 took the NYS ELA and Math examinations this year.

- 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.

We noted that classrooms which utilized Compass significantly improved their NWEA scores in ELA and Math. We will ensure that all students in grades 3-6 receive at least 1/2 hour of Compass time daily at school. Teachers were conducting more communication meetings during grade level meetings rather than data driven meetings. We adjusted mid-stream and 1/2 of teacher meetings became data meetings.

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

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

We will continue to focus on data driven grade level meetings, lesson planning (differentiation of instruction and higher level questions), ensuring quality first teaching through focus walks, observations and targeted feedback. The RTI process will be assessed to include social and emotional supports for students who exhibit overt behaviors.

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

Student behavioral and social emotional needs are a focus in this year's plan. An integrated lesson/unit will be developed implemented in K, and the Character Counts curriculum will be implemented in all classrooms.

- 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.

100% of students will meet or exceed NYS CC learning standards through focused instruction and the utilization of technology; including the social, emotional safety and well-being of all. The school SCEP plan includes goals which address each aspect of the school mission.

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

50% of students will meet or exceed their expected goal for NWEA in ELA and Math. In grades 5 and 6, 75% or more students surpassed their goals on the NWEA ELA and Math.

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

RTI, walkthroughs and observations, lesson plan checks, NWEA data, data driven grade level meetings and increased Compass use.

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

Disciplinary issues have become a concern due to the increased social and emotional needs of our student and parent population. TCI training will be available to all teaching staff members.

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

Collegial learning circle on looking at student work to focus grade level meetings, TCI training to address the social emotional needs of students, RTI training to identify and service students who need support as well as Character Counts curriculum training.

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

There are several means of communication which will be used to strengthen the relationships with staff and the greater community. They include: the parent calendar containing monthly school events, Parent Portal, mass call out system, parent meetings, volunteer meetings, information on the school website as well as face to face conversations with parents. For staff and students, the weekly announcements, staff calendar, e-mails and staff meetings as well as conversations and the weekly bulletin.

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

Paper copy in the main office, a copy on the school website and discussion about the plan during Open House and New Student Orientation. Moreover, the plan will be addressed at each School Based Planning Team meeting.

- 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 hosts visits from pre-k programs, kindergarten/new student orientation meetings as well as kindergarten recruitment dates for pre-k students held at the school.

## **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.**

**Differentiation of lessons, intervention and acceleration**

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

**The RTI process will be reviewed in July, students will be identified for services in June to ensure that they are ready for intervention in September, walkthroughs will be conducted monthly to ensure good first teaching and differentiation of instruction**

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

**The identified principle will be monitored monthly by the SBPT. Implementation will be assessed at each meeting to ensure both implementation**

## **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.**



## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	January 12-14, 2015
<b>B2. DTSDE Review Type:</b>	Outside Education Expert (OEE)

<b>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.</b>	Student performance on the NYS ELA examination has improved from 4% in 2014 to 7% in 2015. However, support for students at tiers 2 and 3 has been implemented primarily by the RTI team. Good first teaching through quality lesson plans as well as differentiation of instruction which is led by data driven instruction should be monitored on a monthly basis. Administrators need to create and adhere to a schedule of classroom visits and document follow-up discussions with teachers, particularly in the areas of lesson planning (Domain 1 of the Danielson Rubric 1c, 1e and 1f), evidence of differentiation of instruction and data driven instruction based on the information gathered through formative assessments.
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<b>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.</b>	Administrators will conduct walkthroughs and classroom observations to ensure that 100% of teachers differentiate instruction. Administration will conduct 1 walkthrough or observation for each teacher monthly during the 2nd and 3rd week of each month, beginning in September 2016 and ending in May 2017.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low-Income Students

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
8/1/2016	5/20/2017	Administrators will create a schedule of monthly classroom walkthroughs to ensure differentiation occurs in 100% of classrooms during ELA instruction. Walkthroughs will take place the second and third week of each month. NWEA data indicates that there are varying levels of proficiency in each classroom. In order to meet the specific needs of each child, teachers need to differentiate their instruction. The walkthroughs will ensure that differentiation is occurring.
9/1/2016	5/27/2017	Administrators and teachers will meet within 5 days after each monthly walkthrough to review their walkthrough data. The following areas will be monitored and rated (E - Evident and NE - Not Evident) differentiation, assessment data (daily tickets out of the door, module assessments and teacher made assessments) and lesson plans containing the CCLS.
9/1/2016	5/27/2017	Administrators will meet the last Friday of each month to discuss walkthrough data and next steps. Each administrator will provide specific support to teachers based on the data gathered during walkthroughs, the first week of each month. Teachers who are rated NE will be coached by an administrator to obtain an E rating.
8/1/2016	9/8/2016	Administrators in collaboration with teachers will develop a schedule for ELA grade level meetings in which data analysis of student work will be discussed. The schedule will be disseminated to the staff on 9/8/2015. Administration will attend grade level meetings or receive minute documentation to ensure that the meetings include ELA data analysis. The meetings will be rated based on the following scale: S - Student data analyzed NS - No student data analyzed.

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	January 12-14, 2015
<b>B2. DTSDE Review Type:</b>	Outside Education Expert (OEE)

<b>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.</b>	The DTSDE review team recommended that by March 15, 2016, a grade level team, in collaboration with the art and music teachers, should write a week-long interdisciplinary unit around an identified grade level theme related to the Common Core modules. After administration of the New York State Assessments, the unit should be taught and the team should monitor and assess its impact on student learning. Based on the assessment of this unit, the school should add a unit at each grade level for the 2016-2017 school year.
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<b>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.</b>	100% of teachers will receive feedback within 2 days of monthly lesson plan checks/walkthroughs to include evidence of the use of CCLS units and modules, learning targets, formative assessments and differentiation as indicated by 1c, 1f and 3c of the Danielson Rubric leading to increased student achievement through improved teacher practice.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teacher Attendance at Professional Development
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
9/13/2016	5/27/2017	Administrators will review teacher lesson plans and make suggestions about how to improve lesson planning to meet the individual needs of students. Each area of Domain 1 (1c, 1e and 1f) of the Danielson Rubric will receive a rating of E - Evident or NE - Not Evident to ensure that teachers are planning effectively. Lesson plan checks will take place during monthly walkthroughs and observations. Meetings will be held within 2 days after each visit.
9/13/2016	5/15/2017	Teachers will review NWEA data 3 times per year (October, January and June) with students to set goals for student improvement.
9/13/2016	5/15/2017	Teachers will review NWEA data quarterly, formative assessment data weekly and Compass data monthly at a grade level meeting to plan for instruction.
8/1/2016	9/3/2016	Administration will develop a walk-through feedback form based the Danielson Rubric (1c, 1e and 1f) with a rating scale of E - Evident and NE - Not Evident.

## Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	January 12-14, 2015
<b>B2. DTSDE Review Type:</b>	Outside Education Expert (OEE)

<b>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.</b>	The recommendation of the DTSDE review team indicated that by February 26, 2016, grade level teams should develop learning targets that are sensible and concrete to the students, convey a set or series of performance indicators to guide students to the acquisition of the skill or concept, and be based on their students' academic levels. Teachers should differentiate learning activities based on these academic levels. Learning targets should be referenced throughout the lesson and lead to higher order questioning as a way to assess student mastery of the targets. The targets should be in every lesson plan, visible to students, and referenced throughout the lesson to keep students focused on what they are learning. With the support of
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<b>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.</b>	100% of teachers will rate themselves on the following elements (differentiation in their lesson plans as well as in instructional groups, the inclusion of at least 2 higher order questions in their lesson plans which will be utilized during their lesson, learning target/essential question in both the lesson plan as well as evident during instruction and inclusion of the CCLS in all lesson plans). Teachers will rate these elements E – Evident or NE – Not Evident. Professional development to improve professional practice will be based on the data collected from their ratings.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
8/20/16	9/1/2016	Administrators will develop a rating sheet for teachers to use when rating themselves on the following elements: differentiation in their lesson plans as well as in instructional groups, the inclusion of at least 2 higher order questions in their lesson plans which will be utilized during their lesson, learning target/essential question in both the lesson plan as well as evident during instruction and inclusion of the CCLS in all lesson plans. Each area will be rated E – Evident or NE – Not Evident. The form will be complete by 9-1-16.
9/1/2016	4/27/2017	Teachers will rate themselves three times per year (September, December and April) on the following elements: differentiation in their lesson plans as well as in instructional groups, the inclusion of at least 2 higher order questions in their lesson plans which will be utilized during their lesson, learning target/essential question in both the lesson plan as well as evident during instruction and inclusion of the CCLS in all lesson plans.
10/1/2016	5/27/2017	Teachers will provide professional development to each other on the elements based on their ratings in October, January and May).

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	January 12-14, 2015
<b>B2. DTSDE Review Type:</b>	Outside Education Expert (OEE)

<b>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.</b>	As indicated in the DTSDE review, by May 2, 2016, the Student Support Staff, in conjunction with the Character Counts Committee, should identify or design an appropriate school-wide curriculum, (e.g., Character Counts) devoted to teaching social and emotional developmental health. The school leader should schedule 15 – 30 minutes per week of delivery of this curriculum to students during the first four weeks of school and at two-month intervals for the rest of the school year, beginning in the 2016 – 2017 school year. In conjunction with this work, the school leaders should identify no more than three real-time data sources to inform staff about student social and emotional developmental needs and schedule quarterly data review
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<b>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.</b>	By June 2017, 100% of staff will participate in training on the Character Counts curriculum to improve student behavior. Referral, suspension and lesson plans containing Character Counts lessons will be monitored to determine trends of positive and negative behaviors monthly to decrease the number of referrals from 317 for the school year to 200.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
9/1/2016	9/3/2016	All teachers will attend the Character Counts curriculum PD in September 2016.
9/6/2016	5/27/2017	Teachers will include Character Counts lessons in their daily lesson plans. Teachers will monitor the implementation by rating themselves E -Evident or NE - Not Evident on a monthly rating sheet.
8/15/2016	8/20/2016	Administrators will create the rating scale for teacher use September to rate themselves on the Character Counts implementation.
7/1/2016	5/27/2017	20% of teachers will attend TCI training to deal with our severely disruptive population of students. Evidence of teacher attendance will be recorded in the new teacher professional development system.

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	January 12-14, 2015
<b>B2. DTSDE Review Type:</b>	Outside Education Expert (OEE)

<b>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.</b>	As a recommendation from the DTSDE review, it was suggested that by July 29th, 2016, the Student Support Staff and Parent Liaison should identify or create a best-practice training module for parents and community agencies and deliver the module to these groups so that all stakeholders are focused in one direction, improving student performance. By the above date, school leaders should identify appropriate SMART goals and SCEP activities and share them with community partners and parents. Sharing of goals with these two stakeholder groups should occur at the beginning of every school year. Parents need to assist their children with the identified areas of need indicated in the data from the NWEA examinations. Providing parents with
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<b>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.</b>	By June 2017, 100% of staff will provide parents with NWEA assessment scores 3 times per year. Moreover, parents will be provided with explanations of scores so that they can provide feedback to the teachers about their efforts to help improve their child's scores. It is expected that there will be a 5% increase in grades 3-6 performance on the NYS ELA examination and the NWEA examination by June 2017. Also, students need to read more. Parents, volunteers and community partners will receive a module to assist in the School 20 reading initiative (25 Book Campaign). It is imperative that all stakeholders are working towards improving student reading performance.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Attendance at Workshops Parent Participation in District/School Surveys
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
9/1/2015	6/20/2016	A parent Pledge will be sent home to parents in September 2016 to solicit their assistance with helping their children to read proficiently by third grade. The pledge will include the 25 Book Campaign as well as a requirement to read for 30 minutes nightly. Students will be required to read at least 25 books during the school year. Moreover, they will be required to read or be read to at least 30 minutes nightly. In order to ensure that students read nightly, the 25 Book Campaign requires parent signatures for each book read. We expect 25% of parents to sign and return the pledge during the first year of implementation. It is expected that 25% of students read the required 25 books for the school year. Cumulative data will be reviewed in June 2017 to determine if we met the goals.
9/13/2015	5/30/2016	Parents as Partners meetings will take place 3X per year (October, January and June) to provide parents with their child's performance scores on the NWEA examinations and provide strategies on how to improve student performance. Parents will be provided with the link to Compass which creates computer generated response to intervention strategies based on student NWEA strengths and deficits. The scores and links will be sent home to parents who are unable to attend the meetings.
7/20/2016	7/29/2016	The parent Liaison and administrators will write a training module for parents, community partners and volunteers which delineates what they can do to help schools improve student performance. The document will be created by July 29th and be disseminated by September 30, 2016 to all constituencies.