LEA Name:	
LEA BEDS Code:	
School Name:	John Walton Spencer School #16

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Carla Roberts	Title	Principal
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Website for Published			

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			
President, B.O.E. /			
Chancellor or Chancellor's			

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

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)
June 14, 2017	School No. 16 Room 312		
August 23, 2017	School No. 16 Room 312		
September 13, 2017	School No. 16 Room 312		
October 11, 2017	School No. 16 Room 312		

Name	Title / Organization	Signature
Carla Roberts	Principal	
Lisa Garrow	Assistant Principal	
Djinga St. Louis	Assistant Principal	
Andrea Ebner	Intervention Specialist/SBPT	
Earl McCray	Math Teacher/SBPT	
Ernestine Brown	Parent Liason/SBPT	
Paula Givens	Teacher/SBPT	
Lauren Gauvin	Teacher/SBPT	
Michele Michel	Teacher/SBPT	
Merril Mey-Brooks	Teacher/SBPT	
Mary McMindes	Teacher/SBPT	
Lisa Oliver	Teacher/SBPT	
Sharod Giles	School Safety Officer	
Shalicia Howard	Parent	

School Information Sheet

School Information Sheet								
Grade		Total Student		% Title I		% Attendance		
Configuration	PreK-8	Enrollment	512	Population		Rate	87.90%	
% of Students		% of Students		% of Limited		% of Students		
Eligible for	86.30%	Eligible for	86.30%	English	5.50%	with	17.60%	
Free Lunch		Reduced-Price		Proficient		Disabilities		

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.2%	% Black or African American	77.0%	% Hispanic or Latino	15.8%	% Asian, Native Hawaiian / Other Pacific Islander	1.0%	% White	5.5%	% Multi-Racial	0.2%

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

Priority School	Focus School Identified	SIG 1003(a) Recipient	SIG 1003(g) Recipient
	by a Focus District		
Identification for ELA?	Identification for Math?	Identification for Science?	Identification for High
			School Graduation Rate?
ELA Performance at Level	Math Performance at	Science Performance at	Four-Year Graduation
3 and Level 4	Level 3 and Level 4	Level 3 and Level 4	Rate (HS Only)
% of 1st Year Students	% of 2nd Year Students	% of 3rd Year Students	Six-Year Graduation Rate
Who Earned 10+ Credits	Who Earned 10+ Credits	Who Earned 10+ Credits	(HS Only)
(HS Only)	(HS Only)	(HS Only)	
Persistently Failing	Failing School (per		
School (per Education	Education Law 211-f)		
Law 211-f)			

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

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

	Did Not Meet Adequate Yearly Progress (AYP) in Science					
	American Indian or Alaska Native	Black or African American				
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander			
	White		Multi-Racial			
	Students with Disabilities		Limited English Proficient			
_	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. Ra	ate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").
	Limited Degree (Fewer than 20% of goals were achieved.)
X	Partial Degree (Fewer than 50% of goals were achieved.)
	Moderate Degree (At least 50% of goals were achieved.)
	Major Degree (At least 90% of goals were achieved.)
2. Ra	ate 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.)
Χ	Moderate Degree (At least 50% of activities were carried out.)
	Major Degree (At least 90% of activities were carried out.)
3. Ra	ate 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. Ra	ate 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.)
Х	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. Ra	ate 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.)
Χ	Moderate Degree (At least 50% of planned activities were funded.)
	Major Degree (At least 90% of planned activities were funded.)
6. ld	entify 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
Х	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

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).

We have made great gains in collecting data to inform Tier 2 and Tier 3 reading intervention instruction.

• 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 did not create any mid-year corrections.

In developing the CURRENT YEAR'S plan:

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

Our focus was on using data to inform planning of reading intervention for Tier 2 and Tier 3 students.

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

We need to focus on a writing initiative, and a backwards plan model for Tier 1 instruction that includes differeintated instruction. We need to increase services to deal with the social/emotional needs of our students.

- 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 Our mission is to create a community that is accountable for teaching and learning, and that promotes good citizenship and academic excellence.
- List the student academic achievement targets for the identified subgroups in the current plan.
- Describe how school structures will drive strategic implementation of the mission/guiding principles.
- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

We have a lack of resources to support the social/emotional and academic needs of our school. We need more building based coaches, counselors, and funding to create positions that will help us move our school forward. Additionally, we need more space to make our vision a reality. We do not have available rooms or offices in our current building. Most importantly, we currently do not know who our school leaders will be for the 2016-17 school year.

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

 We will be providing academic PD in the areas of the Backwards Plan Model and a Writing Initiative.
- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

 Currently, we do not have an assigned leader for the 2016-17 school year.
- List all the ways in which the current plan will be made widely available to the public.

This plan will be available on our District website, on Google Docs, and distributed via District email.

• 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.

We do not have pre-school at this time.

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.

Mor	e information about the Turnaround Principles can be found at: https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc
1. le	dentify the Turnaround Principle the school is choosing to implement.
2. [Describe the schools plan for intensive implementation of the identified principle. As part of the response include a timeline for implementation.
3. D	Describe the plan for oversight of the implementation of the identified principle.

Priority Schools: Whole School Reform Model

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

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

http://www.p12.nysed.gov/accountability/forms.html
1. New School Design and Educational Plan
A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 15-16 plan.
B. Professional Development: Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.
C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2015-16 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2015-16 plan
D. Assessment: Provide an update to the school's approach to assessment as described in the 2015-16 plan.
E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and

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

2. Organizational Plan

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

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

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

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at http://www.p12.nysed.gov/oisr/.

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

- Review of elements of whole school reform model with SBPT in Spring 2016.
- Board of Education is researching and considering parameters for partners and innovative ideas to school improvement in Spring 2016. This work includes defining the District's approach to community schools model.
- District supports, school leaders and SBPTs collaborate to lay the groundwork for SIG applications Spring and Summer 2016.
- Upon release of SIG Request for Proposals (RFP), District supports will work with SBPTs to develop strong applications, which whether funded or not, become the basis for the whole school approach by the 17-18 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.

Describe the unique academic, social, and emo	otional needs of targeted students that will be addressed through the components of the ELT program.	
Describe how the school engaged representated ddress the holistic needs of students and teached	ives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment th ers.	at
Describe the focused priorities, expressed as cartnerships and activities.	clearly articulated and measurable goals, that will guide the implementation and evaluation of all program	
	of safety, support, and social emotional growth where high expectations for students and staff are clearly policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.	
	ently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified sts, etc.), that directly aligns with Common Core Learning Standards.	
ho require additional support, and opportunition		its
otential college and career pathways.	uality and engaging enrichment programming that builds critical knowledge and skills and exposes students t	o
	t and meaningful opportunities for all constituencies to collaborate with their peers, participate in profession es, and engage in self-reflection and evaluation.	al
Describe how the school will utilize data cycles earning and informing appropriate supports, int	s that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and erventions, and/or services.	I



Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that	Tenet 2	Tenet 5	Tenet 4	Tenet 5	renet 6
Student Growth Percentile for Low-Income Students		Υ	Υ	Υ	
Student Average Daily Attendance				Υ	Υ
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				Υ	Υ
Student Discipline Referrals				Υ	Υ
Student Truancy Rate				Υ	Υ
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"	Υ	Υ	Υ		
Teacher Attendance at Professional Development		Υ	Υ		
Parent Attendance at Workshops					Υ
Parent Participation in District/School Surveys					Υ
Paren Participation in School Wide Events					Υ
Walk throughs	Υ				

		Tenet 2: School Leader Practices and Decisions	REVIEWER FEEDBACK
Tenet 2 - School Lea	ader Practices and	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of
Decisions		students via systems of continuous and sustainable school improvement.	continuous and sustainable school improvement.
B1. Most Recent DT :	SDE Review Date:	Dec-17	
B2. DTSDE Review T	Гуре:	SED Integrated Intervention Team (IID)	
			REVIEWER FEEDBACK ON NEEDS ASSESSMENT
C1. Needs Statemen	nt: Create a clear	According to our most recent DTSE reveiw by March 2017, the school leaders wil lhave a system in place to support a dtat-drive	
		school that informs instructional practices professional development, school culture and climate, and student achievement.	
the primary need(s)		, , , , , , , , , , , , , , , , , , , ,	
			REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: Cr	reate a goal that	The building principal will establish and coordinate with the Leadership Team focused quarterly walk throughs/observations in	
directly addresses th		which 100% of the administrators will provide clear and consistent feedback based on the devleoped plan as evidenced by the	
		completion of the scheduled walk throughs.	
as Specific, Measura			
Results-oriented, an			
D2. Leading Indicato	•		
		Teachers Rated as "Effective" and "Highly Effective"	
monitor progress to		Walk throughs	
moment progress to	ovara tile goan	Walk throughs	
E1. Start Date:	E2. End Date:	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	REVIEWER FEEDBACK ON ACTIVITIES
		cell; each activity should be written in its own cell.	
	June 2018	Establishing and communicating six-week cycles of focus areas for the school year	
•	June 2018	Communicating building-wide walk through data with staff, e.g.: in X number of classrooms differentiated	
September 2017	Julie 2018	instruction was observed; in X number of classrooms higher order questioning was observed; in X number of	
		classrooms rigor was observed	
Santambar 2017			
September 2017	June 2018	Using the walk through calendar data & job embeded support data to support professional development for staff	

		Tenet 3: Curriculum Development and Support	REVIEWER FEEDBACK
Support	m i javaianmant and	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.	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.
B2. DTSDE Review		SED Integrated Intervention Team (IID)	
DE. DISDE REVIEW	Турсі	Joed Integrated Intervention Team (IID)	REVIEWER FEEDBACK ON NEEDS ASSESSMENT
		According to our most recent DTSE review by March 2017, the school leaders and School Based Planning Team will design a plan to establish a school-wide grade-level team meeting schedule, with meeting agendas that align with the school's School	<u></u>
the primary need(s	s) to be addressed.	Comprehensive Education Plan. The plan will include both data review and analysis, and modification of the curriculum to align	
Be sure to incorpor	rate the most recent	with the Common Core Learning Standards to maximize teacher instructional practices and student learning outcomes.	
DTSDE review and	other applicable		DELVIEWED FEEDDACK ON CAMADY COAL // FADING INDICATORS
D1. SMART Goal: (Create a goal that	Teachers will use and apply Universal Backwards Design Principals to lesson and unit plans to improve student achievement and	REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
directly addresses		increase the purpose and coherence of the delivered instruction as seen in lesson plans and informal walkthoughs. (Baselines will	
•		be gathered in September/October, January/February goal is 25%, May/June goal is 50%)	
as Specific, Measur		gathered in september, section, saindary, restrainly gods is 25%, thay, saine gods is 50%,	
Results-oriented, a			
D2. Leading Indicat	tor(s): Identify the	Student Growth Percentile for Low-Income Students	
specific indicators	that will be used to	Teachers Rated as "Effective" and "Highly Effective"	
monitor progress t	oward the goal.	Teacher Attendance at Professional Development	
E4 Chart Data	F2 Fud Data	To Action Diam Detail and action that will take place in and on the chicus the identified CMART Coal Charifeally describe what	
E1. Start Date:	E2. End Date:	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what	
Identify the projected start	Identify the projected end	each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often	REVIEWER FEEDBACK ON ACTIVITIES
date for each	date for each	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 2017	June 2018	Data covered in grade level meeting 1x/wk	
September 2017	June 2018	Six week data cycles	

		Tenet 4: Teacher Practices and Decisions	REVIEWER FEEDBACK
Tenet 4 - Teacher F	Practices and	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and
Decisions		between what students know and need to learn, so that all students and pertinent subgroups experience consistent	need to learn, so that all students and pertinent subgroups experience consistent
	TSDE Review Date:	December - 2016	need to learn, or that an electric and per unem early experience consistent
B2. DTSDE Review		SED Integrated Intervention Team (IID)	
DZ. DISDL Review	Type.	SED linegrated intervention realii (IID)	DELVIEWED EFEDDACK ON NIFEDC ACCECCATENT
24 11 1 21 1		I	REVIEWER FEEDBACK ON NEEDS ASSESSMENT
C1. Needs Stateme		According to our most recent DTSE review, by March 2017, formative assessments will be used to inform instruction in ELA &	
		Math; the school leaders will advocate for the district curriculum directors to visit, observe and give actionable feedback and	
the primary need(s	s) to be addressed.	support to improve classroom instruction, e.g., Universal Backwards Design, Step Up to Writing Program, differentiation, and	
Be sure to incorpo	rate the most recent	higher order questioning.	
DTSDE review and	other applicable		
data.		By March 2017, the school leaders will identify grade-level teacher leader classroom settings that will be utilized to model	
		primary and intermediate model classroom instructional best practices and establish a process for scheduling and staffing	
		releases.	
			REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D1. SMART Goal: (~	Increase the academic performance of Tier 2 and Tier 3 students by providing students with reading and math instruction so that	
directly addresses	the Needs	65% of all students that receive intervention services meet or exceed their ROI targets on the June 2017 AIMSweb assessments.	
Statement. The go	al should be written		
as Specific, Measu	rable, Ambitious,		
Results-oriented, a	and Timely.		
D2. Leading Indica	•	Student Growth Percentile for Low-Income Students	
	_	Teachers Rated as "Effective" and "Highly Effective"	
monitor progress t		Teacher Attendance at Professional Development	
momeor progress t	oward the goal.	reaction Attendance at Professional Development	
F1 Ctart Data	F2 Fred Date:	F2. Action Plans Potail and action that will take plans in audou to achieve the identified CMART Coal Considerable describe	
E1. Start Date:	E2. End Date:	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe	
Identify the	Identify the	what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how	REVIEWER FEEDBACK ON ACTIVITIES
projected start	projected end	often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single	
date for each	date for each	cell; each activity should be written in its own cell.	
September 2017	June 2018	Use formative assessments to inform instruction in ELA & Math	
September 2017	June 2018	Establish primary and intermediate model classrooms	
-			

		Tenet 5: Student Social and Emotional Developmental Health	REVIEWER FEEDBACK
Tenet 5 - Student So Developmental Hea	alth	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.	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 DT B2. DTSDE Review 1		December - 2016	
bz. DTSDE Review	туре:	SED Integrated Intervention Team (IID)	REVIEWER FEEDBACK ON NEEDS ASSESSMENT
the primary need(s)	ent that addresses) to be addressed. rate the most recent other applicable	According to our most current DTSE review it was remmeded by March 2017, the school leaders and student support services team, in collaboration with staff, will establish a specific time frame to regularly monitor the progress of: • Social emotional developmental health priorities for high-needs and low-needs students in order to present information to the Child Study Team ahead of referrals being received; • Data collection and documentation of implementation of services and impact of interventions for all students; and • Development of a new Child Study Team communication plan for sharing information with parents for their input.	REVIEWER FEEDBACK ON NEEDS ASSESSIVENT
			DEMINISTRATED SESTING ON SMART COAL /LEADING INDICATORS
D1. SMART Goal: Odirectly addresses to Statement. The goal as Specific, Measure Results-oriented, as	the Needs al should be written able, Ambitious,	Teachers will effectively use PBIS principals from the expert PBIS training. This will be evidenced by an increase in instructional time for students by decreasing disciplinary referrals by 10% in the course of the 2016-2017 school year as compared to the 2015-2016 school year.	REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
D2. Leading Indicate	or(s): Identify the that will be used to oward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals	
Identify the projected start date for each	Identify the projected end date for each	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.	REVIEWER FEEDBACK ON ACTIVITIES
•	•	Establish a Calm Room and Help Zone	
•		Restoritive Practices PD Data team to develop a system for academic and behavioral concerns	

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community	The school creates a culture of partnership where families, community members and school staff work together to share in the
Engagement	responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	February - 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IID)
C1. Needs Statement: Create a clear	According to our most recent DTSE review by March 2017, the school leaders, the parent liaison, the School Based Planning Team,
and concise statement that addresses	and the School Climate Committee will collaborate to survey all of the stakeholders (students, parents, community partners, and
the primary need(s) to be addressed.	staff) in order to develop a parent education, communication, and engagement plan. The school leader can begin this process by
Be sure to incorporate the most recent	reviewing the 1900-R Family Engagement Policy established by the district.
DTSDE review and other applicable	
D1. SMART Goal: Create a goal that	With the addition of another school Social Worker, we will increase the counseling services for students, which will result in 75%
directly addresses the Needs	of these students demonstrating a decrease in negative behaviors by June 2017 based on end of the year teacher surveys
Statement. The goal should be written	compared to the baseline survey given in the beginning of the year.
as Specific, Measurable, Ambitious,	
Results-oriented, and Timely.	
D2. Leading Indicator(s): Identify the	
specific indicators that will be used to	Student Average Daily Attendance
monitor progress toward the goal.	Student Suspension Rate (Short-Term / Long-Term)
	Student Discipline Referrals

E1. Start Date:	E2. End Date:	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what
Identify the	Identify the	each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often
projected start	projected end date	each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each
date for each	for each activity.	activity should be written in its own cell.
September 2017	September 2017	Teachers identify students they feel will be in need of behavioral/social/emotional support.
September 2017	October 2017	Teachers complete a behavior survey for each student of concern.
September 2017	June 2018	Students would be referred to PST and this team will determine which students are in need of counseling services.
May 2018	May 2018	End of the year behavior survey done by the teachers for those students who received services.
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