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	
Phone	(585)235-1272	Email	carla.roberts@rcsdk12.org	
Plan		Editional products in the product of		

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.

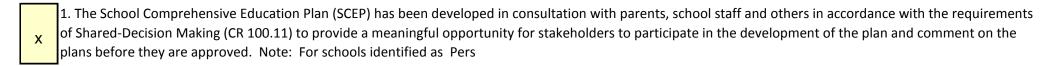
Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

#### THE SIGNATURES BELOW CONFIRM APPROVAL

	7112 01011111 01120 0220	TO COM MINI AND TALL		
Position	Signature	Print Name	Date	
Superintendent	any the	Barbara Deane-Williams		
President, B.O.E. / Chancellor or Chancellor's	The his	Van Henri White	10-26-17	

#### **Statement of Assurances**

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



- 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 attendar
- 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	Meeting Date(s) Location(s)
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	
Carla Roberts	Principal	Signature
Lisa Garrow	Assistant Principal	J. G. Con Market St.
Djinga St. Louis	Assistant Principal	Life Sarpor
Andrea Ebner	Intervention Specialist/SBPT	Okelase Glases
Earl McCray	Math Teacher/SBPT	Charle Given
Ernestine Brown	Parent Liason/SBPT	6. 6000
Paula Givens	Teacher/SBPT	& Brown
Lauren Gauvin	Teacher/SBPT	Paula Divers
Michele Michel	Teacher/SBPT	
Merril Mey-Brooks	Teacher/SBPT	Name I and I am S Par Va
Mary McMindes	Teacher/SBPT	New Men Brooks
Lisa Oliver	Teacher/SBPT	mary ay mourses.
Sharod Giles	School Safety Officer	aluser alliker
Shalicia Howard	Parent	
		· · · · · · · · · · · · · · · · · · ·

# **School Information Sheet**

<b>School Inform</b>	ation She	eet									
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 Disabilities	17.60%				
Free Lunch		Reduced-Price		Proficient							
Racial/Ethnic	Origin of	School Studen	t Ponulati	on							
% American		% Black or	Горијац	% Hispanic or	ı	% Asian, Native		% White		% Multi-Racial	
Indian or		African		Latino		Hawaiian /		70 Wille		70 Water Madian	
Alaska Native	0.2%	American	77.0%		15.8%	Other Pacific	1.0%		5.5%		0.2%
						Islander					
		•						<u> </u>	<del>'</del>		
School Person											
Years Principal	Assigned		# of Assistant Principals		# of Deans			# of Counselors / Social			
to School									Workers		
% of Teachers v	vith NO		% of Teachers Teaching			% Teaching with	Fewer		Average #	of Teacher	
Valid Teaching	Certificate			rtification Area		than 3 Years of E			Absences		
(Out of Complia							•				
Overall State	Accounta	bility Status									
Priority School			Focus Sch	ool Identified		SIG 1003(a) Reci	pient		SIG 1003(	g) Recipient	
			by a Focu	s District							
	=:										
Identification fo	or ELA?		Identificat	tion for Math?		Identification for	r Science?			tion for High	
									School Gr	aduation Rate?	
ELA Performano	ce at Level		Math Perf	formance at		Science Perform	ance at		Four-Year	Graduation	
3 and Level 4			Level 3 an	d Level 4		Level 3 and Leve	14		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:

	L. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").
L	Limited Degree (Fewer than 20% of goals were achieved.)
	X Partial Degree (Fewer than 50% of goals were achieved.)
ſ	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").
L	Limited Degree (Fewer than 20% of activities were carried out.)
L	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.)
ſ	Partial Degree (Some of the identified subgroups improved achievement.)
ſ	Moderate Degree (A majority of identified subgroups improved achievement.)
	Major Degree (All identified subgroups improved achievement.)
	1. 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
ſ	Limited Degree (Fewer than 20% of planned activities were funded.)
ſ	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	
X 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 behave	avior
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	d
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 so	ervices
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.

1. Identify the Turnaround Principle the school is choosing to implement.			
3. 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 Scho	ool Design and	<b>Educational Plan</b>
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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.
<ul> <li>2. Organizational Plan</li> <li>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.</li> <li>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.</li> </ul>
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)

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.

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
B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.
C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.
D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.
E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.
F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.
H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.
I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.
J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.
K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

# **Common Leading Indicators Worksheet**

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the	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 indicator			1000		
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**

Tenet 2 - School Leader Practices and	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all
Decisions	students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	Dec-17
B2. DTSDE Review Type:	SED Integrated Intervention Team (IID)
C1. Needs Statement: 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
and concise statement that addresses	school that informs instructional practices professional development, school culture and climate, and student achievement.
the primary need(s) to be addressed.	
D1. SMART Goal: Create a goal that	The building principal will establish and coordinate with the Leadership Team focused quarterly walk throughs/observations in
directly addresses the Needs	which 100% of the administrators will provide clear and consistent feedback based on the devleoped plan as evidenced by the
Statement. The goal should be written	completion of the scheduled walk throughs.
as Specific, Measurable, Ambitious,	
Results-oriented, and Timely.	
D2. Leading Indicator(s): Identify the	
specific indicators that will be used to	Teachers Rated as "Effective" and "Highly Effective"
monitor progress toward the goal.	Walk throughs

E1. Start Date: Identify the projected start	Identify the	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
date for each	for each activity.	activity should be written in its own cell.
September 2017	June 2018	Establishing and communicating six-week cycles of focus areas for the school year
September 2017	June 2018	Communicating building-wide walk through data with staff, e.g.: in X number of classrooms differentiated instruction was observed; in X number of classrooms higher order questioning was observed; in X number of classrooms rigor was observed
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**

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
- Заррог С		maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:		December 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 and School Based Planning Team will design a plan to
and concise statement that addresses		establish a school-wide grade-level team meeting schedule, with meeting agendas that align with the school's School
the primary need(s) to	o be addressed.	Comprehensive Education Plan. The plan will include both data review and analysis, and modification of the curriculum to align with
Be sure to incorporate	e the most recent	the Common Core Learning Standards to maximize teacher instructional practices and student learning outcomes.
DTSDE review and oth	ner applicable	
	•	
D1. SMART Goal: Crea	ate a goal that	Teachers will use and apply Universal Backwards Design Principals to lesson and unit plans to improve student achievement and
directly addresses the	e Needs	increase the purpose and coherence of the delivered instruction as seen in lesson plans and informal walkthoughs. (Baselines will
Statement. The goal s		be gathered in September/October, January/February goal is 25%, May/June goal is 50%)
as Specific, Measurab	le, Ambitious,	
Results-oriented, and	Timely.	
D2. Leading Indicator(	(s): Identify the	Student Growth Percentile for Low-Income Students
specific indicators that		Teachers Rated as "Effective" and "Highly Effective"
monitor progress tow		Teacher Attendance at Professional Development
mss. propress tomata the godin		
E1. Start Date: E2	2. 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 cell; each activity
	-	should be written in its own cell.
September 2017 Ju	une 2018	Data covered in grade level meeting 1x/wk
		Six week data cycles
·		

# **Tenet 4: Teacher Practices and Decisions**

Tenet 4 - Teacher Practices and		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between
Decisions		what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:		December - 2016
<b>B2. DTSDE Review</b>	Гуре:	SED Integrated Intervention Team (IID)
C1. Needs Statement: Create a clear		According to our most recent DTSE review, by March 2017, formative assessments will be used to inform instruction in ELA & Math;
and concise statement that addresses		the school leaders will advocate for the district curriculum directors to visit, observe and give actionable feedback and support to
the primary need(s	) to be addressed.	improve classroom instruction, e.g., Universal Backwards Design, Step Up to Writing Program, differentiation, and higher order
Be sure to incorpor	ate the most recent	questioning.
DTSDE review and	other applicable	
<u>data.</u>		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.
D1 CMART Cool C	`vaata a gaal that	Increase the academic performance of Tier 2 and Tier 2 students by providing students with reading and moth instruction so that
D1. SMART Goal: Odirectly addresses t	~	Increase the academic performance of Tier 2 and Tier 3 students by providing students with reading and math instruction so that 65% of all students that receive intervention services meet or exceed their ROI targets on the June 2017 AIMSweb assessments.
Statement. The goa		105% of all students that receive intervention services meet of exceed their KOI targets on the June 2017 Alivisweb assessments.
as Specific, Measurable, Ambitious, Results-oriented, and Timely.		
	<u>_</u>	
D2. Leading Indicator(s): Identify the		Student Growth Percentile for Low-Income Students
specific indicators t		Teachers Rated as "Effective" and "Highly Effective"
monitor progress toward the goal.		Teacher Attendance at Professional Development
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	June 2018	Use formative assessments to inform instruction in ELA & Math
September 2017	June 2018	Establish primary and intermediate model classrooms
September 2017	34116 2010	

### **Tenet 5: Student Social and Emotional Developmental Health**

Tenet 5 - Student Social and Emotional Developmental Health		Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:		December - 2016
B2. DTSDE Review	Туре:	SED Integrated Intervention Team (IID)
C1. Needs Stateme	ent: Create a clear	According to our most current DTSE review it was reemmeded by March 2017, the school leaders and student support services
and concise statement that addresses the primary need(s) to be addressed.		team, in collaboration with staff, will establish a specific time frame to regularly monitor the progress of:
Be sure to incorporate the most recent		Social emotional developmental health priorities for high-needs and low-needs students in order to present
DTSDE review and other applicable		information to the Child Study Team ahead of referrals being received;
data.		• 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.
D1. SMART Goal: Create a goal that		Teachers will effectively use PBIS principals from the expert PBIS training. This will be evidenced by an increase in instructional
directly addresses the Needs		time for students by decreasing disciplinary referrals by 10% in the course of the 2016-2017 school year as compared to the 2015
Statement. The goal should be written		2016 school year.
as Specific, Measurable, Ambitious,		
Results-oriented, and Timely.		
D2. Leading Indicator(s): Identify the		Student Growth Percentile for Low-Income Students
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
	E2. End Date:	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what
E1. Start Date:		
Identify the	Identify the	each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often
Identify the projected start		each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often
Identify the projected start date for each	Identify the projected end date for each activity.	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
Identify the projected start	Identify the projected end date	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.

# **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% of
directly addresses the Needs		these students demonstrating a decrease in negative behaviors by June 2017 based on end of the year teacher surveys compared to
Statement. The goal should be written		the baseline survey given in the beginning of the year.
as Specific, Measurable, Ambitious,		
Results-oriented, and Timely.		
D2. Leading Indicat	tor(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.