

LEA Name:	
LEA BEDS Code:	261600028
School Name:	Henry Hudson School #28

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

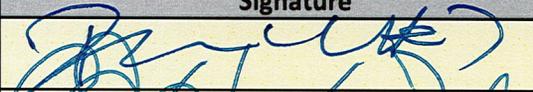
Contact Name	Susan Ladd	Title	Principal
Phone	(585)482-4836	Email	susan.ladd@rcsdk12.org
Plan	rcsdk12.org/28		

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		Barbara Deane-Williams	
President, B.O.E. / Chancellor or Chancellor's		Van Henri-White	10-26-17

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.

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) and §3012(d) .

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
	School 28		
July 12, 2017	School 28		
August 23, 2017	School 45		
August 31, 2017	School 28		
September 6, 2017	School 28		
September 7, 2017	School 28		
September 11, 2017	School 28		

Name	Title / Organization	Signature
Susan Ladd	Principal #28	<i>Susan Ladd</i>
Jennifer Monroe-DeWitz	Assistant Principal #28	<i>Jennifer Monroe-DeWitz</i>
Brenda Harrington	Assistant Principal #28	<i>Brenda Harrington</i>
Shannon Burleigh	Teacher	<i>Shannon Burleigh</i>
Charlene Doell	Teacher	<i>Charlene Doell</i>
Lora Marrapese	Teacher	<i>Lora Marrapese</i>
Monica Masco	Teacher	<i>Monica Masco</i>
Anna Lewandowski	Teacher	<i>Anna Lewandowski</i>
Kristie Nelson	Teacher	<i>Kristie Nelson</i>
Hulda Yau	Teacher	<i>Hulda Yau</i>
Donna Mineo	Teacher	<i>Donna Mineo</i>
Beverly Constantino	Teacher	<i>Beverly Constantino</i>
Amparo Nieves	Parent (SBPT)	<i>Amparo Nieves</i>
Neal Williams	Parent (PTO)	<i>Neal Williams</i>
Laurie Walker	RAP	<i>Laurie Walker</i>

School Information Sheet

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

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

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

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	

% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

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. 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

- 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
- 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).

Using our plan to support the Social and emotional learning of students, we were able to reduce out of school suspensions from 301 down to 179. This was a decrease of 40% and this increased our time on task for all students.

- 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.

Our Tenet 2 leadership team presented to the staff that walk through forms were not being returned to teachers in a timely manner. This was presented at a full staff meeting in January. Administration increased its efforts to return the walk throughs and provide more meaningful comments.

In developing the CURRENT YEAR'S plan:

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

Parent focus, teacher training and social/emotional practices demonstrated by all adults in the building using frequent reviews of data

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

Increased parent participation, reduction of out of classroom time related student social emotional needs, use of the balanced literacy approach including small group instruction in grades 7 and 8.

- 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 focus for this year is to improve teacher practices in the area of balanced literacy, social emotional health, and multilingual instruction to support our ELL's. All of our goals are directly related to improving the academic performance of our students, especially our subgroups.

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

Our target is to increase student performance on the NYS ELA by 8% in our subgroups of ELL and SPED as well as our general population

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

We have devised a 5 week data focus plan that reviews student academic and behavioral data so that we can make adjustments in our instructional planning

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

We continue to see a rise of newcomers to our building who also require specialized services. We will utilize our personnel resources to meet their needs.

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

For balanced literacy, staff will be trained in the Lucy Caulkins method, our middle school staff will be trained in protocols used for small group instruction, Skills Streaming will be offered to staff for social emotional training, Multi lingual training to support our ELL population.

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

Newsletters, emails, direct conversations, and staff meetings will all be used to strengthen our staff/leader relationships. We will continue to utilize technology to reach out to the community, through social media, our website, and class dojo.

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

The plan will be provided to parents during our open house event, posted on our website, and available in the office. We recreate the plan in an easy to read format and then have it translated into Spanish for high Spanish Parent population.

- 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 have increased our personnel to support the students entering kindergarten. Reading teachers are attending trainings specifically designed to assess young learners and will assess and support the students in the kindergarten classes.

Re-Identified Focus Schools

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

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement 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) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and 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. Below provide an update on the implementation of the selected principle.

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

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

3. How will the school continue to monitor and make adjustments to 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 16-17 plan.

For K-6, we are using the Lucy Calkins method for balanced literacy. For the multi lingual population we are aligning their curriculum, Journeys and Sendaro's with the Lucy Calkins curriculum. Small group instruction will be implemented in grades 7 and 8. An Advisory class has been added to the 7th and 8th student's schedule, to assist in their social emotional growth. Skills Streaming curriculum for social emotional is being extended from ASD classes to school wide.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 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.

Teachers will have the opportunity to develop lessons and share best practices with colleagues during weekly grade level meetings as it relates to balanced literacy, social emotional development and multi-lingual strategies. Five Week data review will determine professional development needs that will be planned for and delivered through-out the school year.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2016-17 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 2016-17 plan

Students in grades K-6 receive daily intervention and support from both reading teachers and intervention teachers. Students in grades 7 & 8 each receive additional support/enrichment in Math and ELA. Teachers continue to work collaboratively during weekly grade level meetings. 7th and 8th grade students are assigned to an Advisory class for relationship development, social guidance, and future planning.

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 plan.

For the 2017.18 schoolyear we are utilizing the BAS to guide our reading data. This assessment is given 3x a year and provides a look at fluency, comprehension, and vocabulary.

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 2016-17 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.

During the 2016.17 school year we reduced office behavior referrals and suspensions for all students. Utilizing community support, we opened a Help Zone to support students in area of Tenet 5. This included a full time social worker, a member from Pathways to Peace and a member from Center for Youth. Additionally we welcomed a counselor from Genessee Mental Health to offer in school counseling sessions during the school day. This increased child to adult face time in the building for students who required social/emotional supports.

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.

Currently, our school educates over 650 students. 21% of these students are students with disabilities, 34% are english language learners, about 4% are former ELLs, 35% are Black or African American and 85% of our students are eligible for free and reduced lunch. Most of are students, classified as SWD are also our ELL students; we have one integrated bilingual classrom at each grade level, 1-6. We also service students with autism and these students are those who fall on the lower end of the ASD spectrum. Many of them are limited in their ability to orally communicate.

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 2016-17 plan.

The organizational structure of our day has changed this year. School begins at 9 am and dismissal is at 3:30. Schedules for Middle School students have increased from 8 periods to 9. CORE subjects are now 84 minutes and 3 additional classes have been added to their schedule, AIS Math, AIS ELA and Advisory for social development.

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 16-17 plan.

In order to improve our literacy for the 2017.18 school year, we have added four reading teachers and 4 intervention teachers. These teachers work specifically on increasing student reading performance. We also added an advisory teacher to support our master schedule that allows for social and emotional learning for our middle school students. We increase our content staff so that all students receive an extra block of reading and math support with smaller groups in the middle school.

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/>. 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. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

2. Describe how the school selected the model identified. Identify any relevant data sources and analysis of those sources.

3. Detail a schedule of events for the 17-18 school year that will result in a fully developed plan for implementation of the selected model.

4. Describe the leading indicators that will be used to track progress against the schedule of events. Identify persons responsible for progress monitoring.

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 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

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

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

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

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

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

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

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

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

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

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

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	November 2016
B2. DTSDE Review Type:	OEE

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	School #28 will focus on balanced literacy, utilizing Lucy Calkins and professional development will be needed to ensure that all staff understands and can implement this approach. Our 2016 OEE review recommended that school leaders with teacher/coach input define protocols and expectation for actionable feedback on walkthroughs and formal observations that addresses identified needs and instructional priorities.
---	--

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The leadership team will create professional learning opportunities for 100% of the professional staff in order to support the needs of all learners. All professional learning will focus on balanced literacy, social emotional growth and/or multilingual instruction from July 2017-June 2018 resulting in a visible change in practice as evidenced by classroom observations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Professional staff participation sign in sheets. Demonstration of new learning as observed on walk through forms.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 2017		Each student will have an individual data folder, working alongside the classroom teacher to create it. students will have access to, and knowledge of, the folder.
		Data Binders (per classroom teacher)
September 2017	June 30, 2018	Weekly Leadership team meetings will focus on one of the three areas balanced literacy, social emotional learning, or multilingual instruction. These meetings will be scheduled in September for the entire year. This meeting will include administration, learning coaches, and the RTI Lead teacher. The leadership team will discuss teachers who have strengths in these areas and where we need to put our resources to build teacher capacity.
		Professional learning for the leadership team will include Lucy Calkins Training, Skillsstreaming and participating in building based PD
September 5, 2017	September 5, 2017	Instructional priorities were set and will be reviewed with all 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 maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	November 2016
B2. DTSDE Review Type:	OEE

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.	According to the 2016 OEE review, school leaders focus on specific elements of lesson planning in order to provide actionable feedback. It is also recommended that the Tenet Team, along with School Leaders, develop and deliver specific professional development to all staff. The focus is the use of data to plan differentiated instruction. This will support use of data to effectively plan instructional delivery, which meets students where they are and takes them to where they need to be.
---	--

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.	Classroom teachers will utilize the Balanced Literacy Model using Lucy Calkins strategies and materials to implement Readers Workshop in their daily instructional practices. Classroom staff will participate in Professional learning focused on balanced literacy, social emotional growth and/or multilingual instruction from July 2017-June 2018 resulting in a visible change in practice as evidenced by classroom observations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Professional staff participation sign in sheets. Demonstration of new learning as observed on walk through forms.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August 2017	June 2018	SkillsStreaming PD will be offered to all ASD staff for full implementation during the 2017.18 school year.
July 2017	June 2018	Classroom teachers will be provided mandatory and voluntary PD on using the Lucy Calkins model for balanced literacy
September 2017	June 2018	Collegial circles will be formed to discuss translanguaging and using this model to increase student performance in our bilingual classrooms
September 2017	June 2018	Vertical teams will meet to discuss the implementation of the balanced literacy best practice approach
October 2017	June 2018	Bilingual Vertical teams will be formed to engage staff in discussions around student performance using the balanced literacy best practice approach
October 2017	June 2018	ASD Vertical team will meet to discuss the rollout of the new Skillstreaming curriculum
September 2017	June 2018	Middle school teachers will begin utilizing read alouds in their curriculum so that all learners hear fluent readers daily.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	November 2016
B2. DTSDE Review Type:	OEE

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The majority of students at Henry Hudson School #28 are reading below grade level. Our NYS data reveals that a small percentage of students are proficient, scoring at Levels 3 or 4: Grade 3: 13% Grade 4: 6% Grade 5: 2% Grade 6:4% Grade 7: 10% Grade 8: 5% . This was a 2% increase for our students. According to our 2016.17 OEE Review, we need to increase the rigor and engagement of the instruction for our students.
---	--

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.	100% of all classroom teachers will engage in strategic practices utilizing balanced literacy, social emotional growth and/or multilingual instruction from July 2017-June 2018 by using the new balanced literacy approach they will be trained in resulting in a visible change in practice as evidenced by classroom observations and increased student performance on the NWEA and NYS ELA Assessment, moving up from 7% meeting standards to 15% meeting standards.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance of teachers in professional developments focused on balanced literacy, social emotional growth and/or multilingual instruction. Demonstration of improved teacher practice utilizing balanced literacy, social emotional growth and/or multilingual instruction through walk through observations. Demonstration of appropriate subgrouping and flexibility and fluidity of grouping over the school year demonstrated through observations and discussion.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 2017	May 2018	Administrators will schedule observations around balanced literacy, social emotional learning and/or multilingual instruction to ensure best strategic practices are being utilized daily.
September 2017	June 2018	Middle school staff will schedule daily read alouds to ensure all students are hearing fluent reading.
September 2017	June 2018	One grade level meeting per month will focus on one of the following balanced literacy, social emotional growth and/or multilingual instruction, as evidenced by grade level minutes.
September 2017	June 2018	Lesson plans will reflect best practices showing evidence of read-alouds, small group instruction, restorative practices, skillstreaming strategies and/or translanguaging.
October 2017	June 2018	The SBPT will create a professional development plan focused on balanced literacy, social emotional learning and/or multilingual instruction.

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:	November 2016
B2. DTSDE Review Type:	OEE

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.	According to the 2016 OEE review the following recommendation was given: Establish a specific time frame that creates a regular cycle for review of data and informs next step decisions to support the academic and social developmental health needs of all students. Data includes attendance, in school suspensions, academic performance, academic/social/emotional interventions and student progress.
---	--

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	100% of classroom teachers will be provided learning opportunities to support students with social emotional coping skills so that students are engaged in their learning and focused on supporting a rigorous and safe learning environment. Our goal is to reduce out of classroom suspensions from 504 suspensions to less than 420 and promote increased academic performance, and increase our attendance from 89% ADA to 92% ADA or higher.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data review sheets will indicate student progress throughout the school year.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 2017	June 2018	Read alouds utilizing culturally responsive and social emotional learning texts
September 2017	June 2018	Full time Counselor
September 2017	June 2018	advisement period weekly to support restorative practices with students
September 2017	June 2018	restorative practice training for all staff to build capacity in the building
September 2017	June 2018	Outside agencies including Big Brothers big Sisters, Center For Youth, Pathways to Peace, Pillars of Hope, Champion Academy will develop social emotional skills for targeted groups of students
September 2017	June 2018	Genesee Mental Health in the building to meet the needs of students who require additional services
September 2017	June 2018	Therapy dog in the building to support the calming of students who require this
September 2017	June 2018	Mindfulness training provided by a trained staff member to engage in alternative methods of de-escalation
September 2017	June 2018	Primary Project to support students in grades K-3 with Social Emotional Coping skills
September 2017	June 2018	Every five weeks all teachers will be given a comprehensive data report to include attendance, in-school-suspensions, and academic performance, for each of their students. This data will inform teacher's next steps to support individual student need.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	November 2016
B2. DTSDE Review Type:	OEE

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.	According to our 2016.17 OEE Review, we need to build on the existing use of CLASS DOJO for quality two way communication, expect staff to respond to parents in a timely manner, track the use of DOJO, report results to all stakeholders, and listen to the voice of parents in planning for the new SCEP in 2017.18. According to parent surveys, we need to offer more specific meetings that target our specific populations.
---	---

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.	To increase parental support from about 10% attending events to 25% attending events, school staff will offer 4 learning opportunities for parents and the community focused on balanced literacy, social emotional support, and/or multilingual instruction, as well as other opportunities to view student work. These meetings are for parents of students from bilingual, ASD, middle school and K-6; and meetings will offer parents learning opportunities about DOJO, Instructional Technology at home, community resources, and school based curriculum.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	We will use parent surveys, class dojo communication and sign in sheets from events, (conferences, open house/curriculum nights) to monitor family and community engagement to support student academic and social-emotional growth.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 2017	June 2018	Outside agencies will provide learning opportunities and support for parents on social emotional well-being by setting up a table at evening events (Boy Scouts, Big Brother Big Sister, Abuelas, etc.)
September 2017	June 2018	Primary Project offered to K-2 students
September 2017	June 2018	Autism family nights
June 2018	June 2018	Project Based Learning Night K-8 student work showcase
December 2017	December 2017	Math and literacy and technology night-Holiday themed stations focused on Math, Instructional Technology, and Literacy
October 2017	October 2017	Hispanic Heritage
February 2018	February 2018	African american history night
September 2017	September 2018	Open House
October 2017	April 2018	Parent teacher conferences 2x a year
September 2017	June 2018	Class dojo-all teachers using behavior management communication system between students home and school
September 2017	June 2018	Bilingual community outreach
September 2017	June 2018	Supporting the middle school student family learning night