LEA Name:	
LEA BEDS Code:	
School Name:	Abelard Reynolds School #42

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Dr. Beverley Pringle	Title	Principal
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Website for Published Plan	www.rcsdk12.org		

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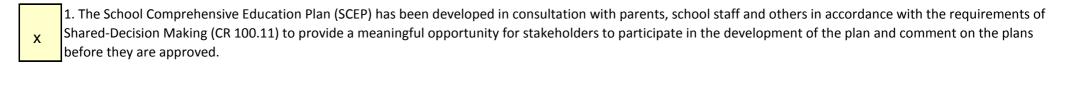
Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	10-26-17

Statement of Assurances

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

| X | 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. |

| X | 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. |

| X | 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendanc |

| X | 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) . |

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

| X | 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)
September 7, 2017	Abelard Reynolds School #42		
September 21, 2017			
September 29, 2017	Abelard Reynolds School #42		
October 19, 2017	Abelard Reynolds School #42		
October 24, 2017	Abelard Reynolds School #42		

Name	Title / Organization	Signature
Beverley Pringle	Principal	*Beverley E. Pringle*
Terry Richards	Assistant Principal	*Terry K. Richards*
Jodi Baker	Intervention Teacher	*Jodi Baker*
Kathryn Clarke	2nd Grade Teacher	*Kathryn Clarke*
Katherine Gilbert	4th Grade Teacher	*Katherine M. Gilbert*
Kristina Klodnicki	Band Teacher	*Kristi Klodnicki*
Wayne Phillips	3/4 12:1:1 Teacher	*Phillips*
Julie Thurley	Kindergarten Teacher	
Jeannine Trippodo	Kindergarten Teacher	*J. Trippodo*

School Information Sheet

School Information Sheet								
Grade Configuration	Pre K-6	Total Student Enrollment	514	% Title I Population		% Attendance Rate	90.9	
% of Students Eligible for Free Lunch	70%	% of Students Eligible for Reduced-Price	78%	% of Limited English Proficient Students	4%	% of Students with Disabilities	21%	

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	n/a	% Black or African American	48.2	% Hispanic or Latino	23.7	% Asian, Native Hawaiian / Other Pacific Islander	2.7	% White	24.7	% Multi-Racial	0.4

School Personnel							
Years Principal Assigned to School	5	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	2
% of Teachers with **NO** Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience		Average # of Teacher Absences	

Overall State Accountability Status							
Priority School	Yes	Focus School Identified by a Focus District	No	SIG 1003(a) Recipient	No	SIG 1003(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	n/a
ELA Performance at Level 3 and Level 4	10%	Math Performance at Level 3 and Level 4	12%	Science Performance at Level 3 and Level 4	68%	Four-Year Graduation Rate (HS Only)	n/a
% of 1st Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	n/a	Six-Year Graduation Rate (HS Only)	n/a
Persistently Failing School (per Education Law 211-f)	No	Failing School (per Education Law 211-f)					

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

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

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

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").

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.)
X	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.)
X	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.)
X	Partial Degree (There was a minor increase in the level of Parent Engagement.)
	Moderate Degree (There was modest increase in the level of Parent Engagement.)
	Major Degree (There was a significant increase in the level of Parent Engagement.)

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

X	Limited Degree (Fewer than 20% of planned activities were funded.)
	Partial Degree (Fewer than 50% of planned activities were funded.)

| | Moderate Degree (At least 50% of planned activities were funded.) |
| | Major Degree (At least 90% of planned activities were funded.) |

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

	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
X	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).

The most significant positive impact would be the decrease in the suspension rate from the previous year's plan.

• 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.

The mid-course corrections included an increase in training in restorative practices. The impact allowed for increased peace circles, wellness centers, Help Zones, and structures for restorative practices this year.

In developing the CURRENT YEAR'S plan:

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

Walkthroughs, Visible Learning Targets, Restorative Practices, Parent Engagement Workshops

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

The social emotional needs of our students, the academic needs of our students, teaching practices, and parent and family engagement are targetd for

• 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

The mission of the school is: As the School #42 Learning Community, it is our mission to celebrate diversity and nurture a sense of hope in all of our children so that they can believe in themselves, aspire to fulfill their dreams and achieve success in the 21st Century. This plan is to foster growth for all students.

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

Hispanic or Latino - 1%   Black or African-American - 1%
White - 5%
Students with Disabilities - 1%

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

Increased administrative presence in the classroom, systematic lesson plan review, and collaborative review of student work will enhance our ability as a school to design, deliver, and assess content that is appropriate to meet the needs of each student.

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

One major barrier that has been identified is that of student misconduct. To address this, school leaders and teachers will work together to develop and enforce schoolwide behavioral expectations and interventions, and meet bi-weekly to discuss trends and assess the efficacy of our programs.

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

Professional development will be focused on the areas of: Restorative Practices, Scholastic 6 (+1) Writing Traits, Zearn to support the academic and social emotional needs of our students.

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

Technological communications, (i.e. email, school websites, robo calls, Parent Facebook account, Classroom DoJo); parent newsletter, telephone, parent-teacher and administration-parent conferences, backpack communications and mail.

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

School website; nysed.gov; and by request

• 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.

Kindergarten teachers host a meet/greet day for all students and parents to visit with them in classrooms. There they receive an overview of the upcoming program of activities (both by visuals and discussion as well as handouts). Teachers also make home visits before the school year begins.

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

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.

> The school has used the Common Core Modules as a curriculum. Upon data analysis, the school has adjusted the curriculum to implement the Scholastic 6 +1 Writing Traits Program K-6 as an additional support for English Language Arts. The school is also implementing Zearn.org (1-5) to support hte mathematics

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.

> The school has created a master schedule that allows for common grade level planning time. The grade levels are required to meet once weekly. In addition, there are four half days per year which allows for collaborative work school wide. As well, the district provides three Superintendent's Conference Days throughout the year for professional development.

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

> The daily calendar consistently provides for the mandated amount of time for ELA and math. The review of data and instruction determined the need for the implementation of the Scholastic 6(+1) Writnig Traits program as well as the implementation of Zearn for grades 1-5, which will be implemented during these times. Grade level times allow for quarterly data meetings to discuss student progress and develop plans for intervention and enrichment opporutnities.

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

The school continues to use AimsWEB, NWEA, Common Formative Assessments and NYS Assessments.

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.

The school implements a SWPBS for safe and orderly school climate with a Restorative Practice Approach to behavior management. The school has hired a school counselor. As well, the school has included the use of a Help Zone for students in crisis for self-regulation. The school will communicate to parents and families through technology (school website and classroom DoJo) as well as through parent/family workshops.

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.

To support the needs of our unique population, we have five integrated co-teaching classrooms, 2.5 consultant/resource teachers, and 1.6 ENL teachers. 100% of our students receive free lunch through a district grant. As well, we have 3 reading teachers and 2 intervention teachers to continue to meet their

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.

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.

We have the addition of two reading teachers. We have an additional intervention teacher. A school counselor has also been hired.

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

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

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 goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students			x		
Student Average Daily Attendance	x	x	x	x	x
Student Suspension Rate (Short-Term / Long-Term)	x			x	x
Student Discipline Referrals	x			x	x
Teacher Average Daily Attendance Rate	x	x			
Teacher Attendance at Professional Development			x		
Parent Attendance at Workshops	x				x
Parent Participation in District/School Surveys	x				x

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 29 - December 1st, 2016
B2. DTSDE Review Type:	School District Based DTSDE Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the 2016/17 DTSDE review the school will develop a well defined walkthrough schedule and feedback cycle. State performance and our priority status confirm the need to focus leadership efforts on instructional support through classroom walkthrough and meaningful and timely feedback. This has also been validated by NWEA assessments.

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.	By January 2018, administration will complete one walkthrough cycle on 100% of teachers with feedback to support the goal that NWEA scores will improve to 50% of students in each grade level attaining growth goals by Spring 2018. The walkthroughs should have a focus (e.g., Learning Targets, assessments, differentiated activities) that are communicated to staff prior to the walkthrough period. As well, the school should utilize available tools to provide immediate, actionable feedback. The school leaders will follow through on their plan to review the recommended lesson plans and should use available data tools to enter and access quantitative data regarding critical school operations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Classroom walkthrough data, feedback, Lesson Plan Checks, observational data, leadership team meeting agendas, curriculum data, professional development plan.

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	August 2017	Professional Development Retreat: Scholastic Writing Traits 6+1, Restorative Practices, The Relationship Model
August 2017	June 2018	Zearn Training to Support Teachers
August 2017	September 2017	School leaders will create a walkthrough tool to utilize during classroom walkthroughs.
September 2017	October 2018	Instructional leaders will establish and coordinate administrative walkthrough and observation calendar cycles providing teachers with immediate actionable feedback by September 30, 2017.
October 2017	January 2018	Instructional leaders will utilize administrative tools to complete one classroom walkthroughs cycle or observation for professional conversations and learning opportunities.
February 2018	June 2018	Instructional leaders will utilize administrative tools to complete one classroom walkthroughs cycle or observation for professional conversations and learning opportunities.
September 2017	June 2018	Instructional leaders will collaborate with parents to communicate the school's academic performance in addition to that of their own children quarterly.
November 2017	June 2018	Along with utilizing administrative tools, school leaders will collect and assess teacher lesson plans monthly throughout the school year.

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 29 - December 1st, 2016
B2. DTSDE Review Type:	School District Based DTSDE Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Per our DTSDE Review, we need to improve planning. Their recommendation is that the administration needs to work with teachers to establish elements of instruction that are expected to be in all teachers' lesson plans. The lack of instructional walkthrough data and lesson plan reviews has led to ineffective practices with respect to Domain 1. Per SBPT Review of district report, Danielson's Elements 1f and 3b are our weakest areas schoolwide.

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.	Lesson plan reviews will be conducted monthly in the subjects of ELA or math. The recommended components include: Standards and I CAN Statements; Content (Learning Activities); and Assessments of Learning. It is projected that by mid-January, 90% of teacher lesson plans will have been reviewed.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance, Teacher Average Daily Attendance Rate, A systematic review of lesson plans, and increased administrative presence in the classrooms will ensure that curricula and assessments are both complete and coherent for classrooms within each grade level and schoolwide. These practices will also determine the extent to which lesson plans contain sufficient rigor and are aligned to said curricula.

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 <u>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.</u>
September 2017	June 2018	Instructional leaders will work with teachers on the inclusion of differentiation, complex texts, high level questioning, and learning targets in their instructional planning throughout the school year.
September 2017	June 2018	Teachers will be responsible for maintaining records of lesson plans.
October 2017	November 2017	Administration will develop a checklist to provide immediate feedback regarding lesson plans.
November 2017	June 2018	Lesson plans will be reviewed monthly in the subjects of ELA or math by administration.

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 29 - December 1st, 2016
B2. DTSDE Review Type:	School District Based DTSDE Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The 2016/17 DTSDE review indicated the need for teachers to develop and use Learning Targets that are in alignment with learning standards and curriculum as well as written in kid friendly language. In accordance with this, the school will work to increase teacher capacity with writing and implementing learning targets into daily instruction.

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.	By January 2018, 70% of teachers will develop learning targets for their entire curriculum. Learning Targets will be developed in alignment with Common Core Learning Standards and written in student friendly language. Learning tagets should be posted during each lesson in order to help students to make connections within the lesson and contextualize the learning that will take place each day.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Common Formative Assessments Results, Classroom Walk-throughs, Intervention programs, Student Growth Percentile for Low-Income Students, Student Average Daily Attendance, Teacher Attendance at Professional Development

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	August 2017	Professional Development Retreat: Scholastic Writing Traits 6+1, Restorative Practices, The Relationship Model
August 2017	June 2018	Zearn Training to Support Teachers
September 2017	June 2018	Teacher leaders will facilitate grade level team meetings in collaboration with school leaders once a week.
September 2017	April 2018	School leaders with district will provide teachers with professional development to support their instructional planning and presentation. This will be ongoing through the school year.
November 2017	January 2018	Grade level teams will collaborate to write learning targets in student friendly language aligned to the CCLS.
February 2018	June 2018	Classrooms will have learning targets posted within the classroom in student friendly language aligned to the CCLS.

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 29 - December 1st, 2016
B2. DTSDE Review Type:	School District Based DTSDE Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	While we have strong a SWPBS team, we also had 570 disciplinary referrals which includes 106 OSS/ATS; and 3 - 5 "frequent fliers" on a daily basis. Our 2016/17 DTSDE Review indicates that school leaders and the support team need to help the staff identify professional development needs in relation to supporting student social and emotional needs. Also, the DTSDE survey showed that 62% of students said that learning gets interrupted by behavior, and only 25% said that our school teaches kids how to solve problems. Thus, we want to focus on prosocial skills and trauma which are leading causes for poor student performance.

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.	School 42 will reduce the number of out-of-school suspensions by (10%) the number for 2016-17 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance, Student Suspension Rate (Short-Term / Long-Term), Student Discipline Referrals,

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 <u>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.</u>
July 1, 2017	August 31, 2017	School leaders will work with faculty and staff to implement a universal curriculum that teaches behavior expectations and prosocial skills, (i.e.Zones of Regulation by Leah M. Kuypers and incorporating Peace Circles using the Peace Forward book). This will occur throughout the school year.
August 2017	August 2017	School leaders will hold a staff retreat training faculty and staff on restorative practices.
July 2017	September 2017	Faculty and staff will develop a calendar of character traits to be taught throughout the school year.
August 2017	September 2017	School leaders will hire a school counselor.
August 2017	September 2017	School leaders will work with master scheduling to add a time for peace circles into the schedule.
September 2017	October 2017	School leaders will work with teachers, support staff, parents and students to implement a station rotation to teach "public" common school-wide and classroom behavior management principles that contribute to a positive school climate and culture throughout the school year.
September 2017	October 2017	The school will develop a Help Zone to support restorative practices for students in crisis and to help with self regulating thier behaviors.
October 2017	October 2017	Faculty and staff will be trained on restorative practices on Superintendent's Conference Day.
October 2017	June 2018	School leaders will work with teachers, support staff, parents and students to support positive school climate and culture throughout the school year.
September 2017	June 2018	Faculty and staff will support developmental appropriate intrinsic as well as extrinsic motivational reward and celebrations in the classroom and building quarterly.

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 29 - December 1st, 2016
B2. DTSDE Review Type:	School District Based DTSDE Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the 2016-17 DTSDE review, the school will continue to work, incollaboration, with all stakeholders, staff, students, parents and community members to communicate a common vision for student academic and social-emotional success. Strengthening parent involvement will be the focus on these efforts.

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.	By April 2018, 80% of school staff members will participate in school activities focused on strengthening home/school communication and relationships in an effort to increase parent engagement as evidenced by parent contact logs, Classroom DOJO, meeting notes, and attendance records from events and workshops at the school.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance, Student Suspension Rate (Short-Term / Long-Term), Student Discipline Referrals, Parent Attendance at Workshops, Parent Participation in District/School Surveys

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	Instructional leaders will collaborate with parents to communicate the school's academic performance in addition to that of their own children quarterly.
September 2017	November 2017	School leaders will collaborate with staff and families to broaden and diversify the definition of parent involvements by October 1st.
September 2017	November 2017	School leaders will work to hire a Parent Liasion for the school.
September 2017	June 2018	Instructional leaders will participate in a Collegial Circle on Family Engagement
September 2017	November 2017	K-2 Vertical planning team will create a calendar of dates for parent workshops in the areas of ELA, math and restorative practices.
September 2017	June 2018	School leaders will support staff efforts to maximize technological communications for parents, (i.e. Parent Connect, updated school websites, classroom DoJo, etc.), throughout the school year.
November 2017	June 2018	School leaders will communicate to parents district led workshops that focus on restorative practices which coincide with daily classroom practices on Nov 1, Dec 6, April 11, May 9.