

LEA Name:	
LEA BEDS Code:	
School Name:	Theodore Roosevelt School #43

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

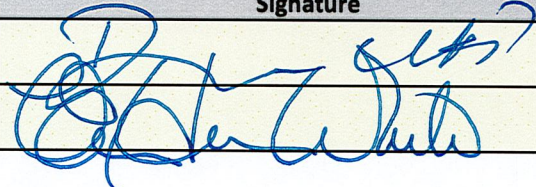
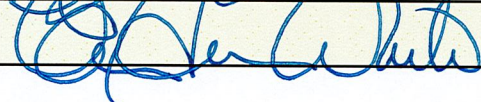
Contact Name	Richard Smith	Title	Principal
Phone	585-458-4200	Email	richard.smith@rcsdk12.org
Website for Published Plan	www.rcsdk12.org/43		

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

Implementation is required no later than the first day of regular student attendance.

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee		YAN HENRI WHITE	10-26-17

Statement of Assurances

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


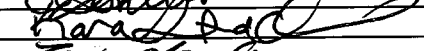

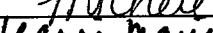
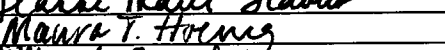

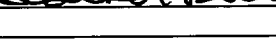
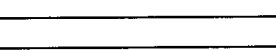
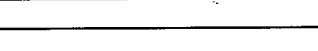
1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development 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)
August 24, 2017	School #45		

Name	Title / Organization	Signature
Richard Smith	Principal	
Chanta Willis	Assistant Principal	
Kara Stadt	Teacher	
Zestean Smith	Teacher and RTA Rep.	
Michelle Johnstone	Teacher	
Jeanne Travers	Teacher	
Maura Hoenig	Librarian	
E'Shantee Manley	Teacher	
Heather DeVos	School Secretary	

School Information Sheet

School Information Sheet							
Grade Configuration	PreK - 6	Total Student Enrollment	523	% Title I Population		% Attendance Rate	89
% of Students Eligible for Free Lunch		% of Students Eligible for Reduced-Price	80.3	% of Limited English Proficient Students	7.6	% of Students with Disabilities	21.7

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.02	% Black or African American	60	% Hispanic or Latino	21.2	% Asian, Native Hawaiian / Other Pacific Islander	4	% White	13.5	% Multi-Racial	

School Personnel							
Years Principal Assigned to School	6	# of Assistant Principals	1	# of Deans		# of Counselors / Social Workers	1
% 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	3	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	7%	Math Performance at Level 3 and Level 4	15%	Science Performance at Level 3 and Level 4	58.40%	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)					

School Information Sheet

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		
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SCEP Plan Overview

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

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

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

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

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

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

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

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

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

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

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

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

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

We offered Professional Development Learning Opportunities in the areas of; Differentiated Instruction (ELA/Math), Higher Order Thinking, and Managing

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

We used the DTSDE to re-define S CEP goals focusing on; student engagement, differentiated instruction and lesson planning.

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

- List the highlights of the initiatives described in the current S CEP.

We are continuing our efforts on; student engagement, differentiated instruction, lesson planning checklist, parent reciprocal communication, and social emotion curriculum inventorying.,

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

Student Engagement, Focused Intervention, Cuolturally Responsive practices.

- 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

To provide every student with a strong foundation that will ensure them the skills necessary to be successful at the next levels: high school, college, professional

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

A 10% increase in the grades 3-6 ELA and Math NYS Assessment scores and students in grades K - 2 will realize a 10% increase in NWEA scores

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

Response to intervention teachers, targeted Professional Learning Opportunities, and Administrative Observations.

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

Participation in Professionqal Learning Opportunities and carry over into classroom instruction. Continue to provide professional development and focused walk throughs with feedback given to address areas of concern.

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

Student Engagement, Action Based Learning, Culturaly Responsive Practices, and utilize Instructional Technology Department.

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

Observation feedback, weekly bulletin, parent workshops, emails, robo-calls, and student contact logs.

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

School website, availability upon 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.

Two Pre-School teachers who have established relationships with Primary Teachers, shared curriculum folders and portfolios, and follow up with Pre-K and Kinder

Re-Identified Focus Schools

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

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2017-18 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) beginning no later than the 2017-18 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle.

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

1. Identify the Turnaround Principle the school is choosing to implement.

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

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

Priority Schools: Whole School Reform Model

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

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

<http://www.p12.nysed.gov/accountability/forms.html>

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 15-16 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2015-16 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration.

D. Assessment: Provide an update to the school's approach to assessment as described in the 2015-16 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

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

2. Organizational Plan

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

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

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

Priority Schools: Whole School Reform Model

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

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

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

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Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

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	Y	Y	Y		
Student Average Daily Attendance					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals					
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"	Y	Y	Y		
Teacher Attendance at Professional Development	Y	Y	Y		
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys				Y	

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:	Oct-15
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Current data indicates the following. The number of students passing NYS ELA Test; 3rd grade 8% (an increase of 2%) , 4th grade 9% (an increase of 1%), 5th grade 9% (an increase of 4%), and 6th grade 0% (a decrease of 2%). The number of students passing NYS Math Test; 3rd grade 25% (a decrease of 1%), 4th grade 12% (a decrease of 5%), 5th grade 15% (an increase of 10%) and 6th grade 6% (an increase of 1%). According to NWEA Reading Assessment scores; 1st grade increase 8% and 2nd grade increased by 7%. According to NWEA Math Assessment scores; 1st grade increase 10% and 2nd grade increased by 10%.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable,	By the end of the 17-18 school year we will have a 10% increase in the grades 3-6 ELA and Math NYS Assessment scores and students in grades K - 2 will realize a 10% increase in NWEA scores. Progress monitoring of data from STAR (every 5 weeks), NWEA (3 times a year), and NYS Assessment scores at the end of the year will be used to monitor progress and drive instructional changes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Progress monitoring of data from STAR (every 5 weeks), NWEA (3 times a year), and NYS Assessment scores at the end of the year will be used to monitor progress and drive instructional changes. Targeted Professional Learning Opportunities (Student Engagement, , Action Based Learning, Culturally Responsive Teaching) will be provided. This will be evident by PLO attendance/sign in sheets, student conferencing, and evidence of implementation via observations on a monthly basis. Data will be reviewed and communicated through data walls, grade level meetings, PLO, Superintendent Conference Days and Early Dismissal days. Student conferencing will be evident by _____

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	through end of school year	Creation and implementation of Testing Calendar for NWEA, STAR and Edcotrina Assessments.
September	through end of school year	Development and implementation of Professional Learning Opportunities aligned to needs assessment and SCEP goals.
September	through end of school year	Development and implementation of Observations checklist aligned to PLO focus, attendance and implementation.
September	through end of school year	Development and implementation of Grade Level Meeting guidelines/checklist, timeline and evaluation.
September	through end of school year	Development and implementation of data walls (each marking period) and grade level data communication.
September	through end of school year	Development and implementation of Lesson Plan Checklist
September	through end of school year	Create Superintendent Conference Days and Early Dismissal day presentations and activities aligned to SCEP goals.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has <u>rigorous</u> and coherent <u>curricula</u> and <u>assessments</u> that are appropriately <u>aligned</u> to the <u>Common Core Learning Standards (CCLS)</u> for all students and are <u>modified</u> for identified <u>subgroups</u> in order to maximize <u>teacher instructional practices</u> and <u>student-learning outcomes</u>.
B1. Most Recent DTSDE Review Date:	Oct-15
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Current data indicates the following. The number of students passing NYS ELA Test; 3rd grade 8% (an increase of 2%) , 4th grade 9% (an increase of 1%), 5th grade 9% (an increase of 4%), and 6th grade 0% (a decrease of 2%). The number of students passing NYS Math Test; 3rd grade 25% (a decrease of 1%), 4th grade 12% (a decrease of 5%), 5th grade 15% (an increase of 10%) and 6th grade 6% (an increase of 1%). According to NWEA Reading Assessment scores; 1st grade increase 8% and 2nd grade increased by 7%. According to NWEA Math Assessment scores; 1st grade increase 10% and 2nd grade increased by 10%.
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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 the end of the 17-18 school year we will have a 10% increase in the grades 3-6 ELA and Math NYS Assessment scores and students in grades K - 2 will realize a 10% increase in NWEA scores. Progress monitoring of data from STAR (every 5 weeks), NWEA (3 times a year), and NYS Assessment scores at the end of the year will be used to monitor progress and drive instructional changes.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Progress monitoring of data from STAR (every 5 weeks), NWEA (3 times a year), and NYS Assessment scores at the end of the year will be used to monitor progress and drive instructional changes. Targeted Professional Learning Opportunités (Student Engagement, , Action Based Learning, Culturally Responsive Teaching) will be provided. This will be evident by PLO attendance/sign in sheets, student conferencing, and evidence of implementation via observations on a monthly basis. Data will be reviewed and communicated through data walls, grade level meetings, PLO,
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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	through end of school year	Creation and implementation of Testing Calendar for NWEA, STAR and Edcotrina Assessments.
September	through end of school year	Development and implementation of Professional Learning Opportunities aligned to needs assessment and SCEP goals.
September	through end of school year	Development and implementation of Observations checklist aligned to PLO focus, attendance and implementation.
September	through end of school year	Development and implementation of Grade Level Meeting guidelines/checklist, timeline and evaluation.
September	through end of school year	Development and implementation of data walls (each marking period) and grade level data communication.

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 high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:	Oct-15
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Current data indicates the following. The number of students passing NYS ELA Test; 3rd grade 8% (an increase of 2%) , 4th grade 9% (an increase of 1%), 5th grade 9% (an increase of 4%), and 6th grade 0% (a decrease of 2%). The number of students passing NYS Math Test; 3rd grade 25% (a decrease of 1%), 4th grade 12% (a decrease of 5%), 5th grade 15% (an increase of 10%) and 6th grade 6% (an increase of 1%). According to NWEA Reading Assessment scores; 1st grade increase 8% and 2nd grade increased by 7%. According to NWEA Math Assessment scores; 1st grade increase 10% and 2nd grade increased by 10%.
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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 the end of the 17-18 school year we will have a 10% increase in the grades 3-6 ELA and Math NYS Assessment scores and students in grades K - 2 will realize a 10% increase in NWEA scores. Progress monitoring of data from STAR (every 5 weeks), NWEA (3 times a year), and NYS Assessment scores at the end of the year will be used to monitor progress and drive instructional changes.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Progress monitoring of data from STAR (every 5 weeks), NWEA (3 times a year), and NYS Assessment scores at the end of the year will be used to monitor progress and drive instructional changes. Targeted Professional Learning Opportunitis (Student Engagement, , Action Based Learning, Culturally Responsive Teaching) will be provided. This will be evident by PLO attendance/sign in sheets, student conferencing, and evidence of implementation via observations on a monthly basis. Data will be reviewed and communicated through data walls, grade level meetings, PLO,
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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	through end of school year	Implementation of approved rigorous research based materials cohesive by grade level.
September	through end of school year	Implementation of Testing Calendar for NWEA, STAR and Edcotrina Assessments with data review to drive instructional changes.
September	through end of school year	Engagement and implementation of Needs Assessments and Professional Learning Opportunities.
September	through end of school year	Implementation and participation of Grade Level Meeting criteria.
September	through end of school year	Lesson Plans aligned to Lesson Plan Checklist
September	through end of school year	Implementation and review of student data associated with Edcotrina assessments aligned to ELA and Math Common Core.

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:	Oct-15
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Currently, School 43 has PAWS and Primary Project. A school wide Social Emotional curriculum needs to be researched and implemented along with a Social and Emotional needs assessment.
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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 43 will ensure all students social and emotional needs are identified and supported to increase student achievement through the research and implementation of a school wide Social Emotional program and supports.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Document PAWS events/activities and number of students participating Primary Project. Survey and compile staff input for Social Emotional Curriculum. Determine school-wide Social Emotional Curriculum with needs assessment.

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	through the end of the school year	Social Emotional needs assessment developed, implented and reviewed.
September	through the end of the school year	Social Emotional curriculum will be researched, implemented and progress monitored.
September	through the end of the school year	Development of protocols and expectations for PAWS (monthly meetings), Restorative Practice, Class Council, Morning Meetings, and Peace Circles
September	through the end of the school year	Rtl Case Managers will develop protocols and implement for meeting the needs of identified students.
September	through the end of the school year	Review of student health database identifying areas of need.
September	through the end of the school year	Implement Class DoJo as a positive reinforcer

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:	15-Oct
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Attendance in Family Events: Open House and Math and Movement 80, PAWS Family Fun and Parent Teacher Conference 5, Open Gym 3, Health Fair 25, Crafts and Games with Santa 49, Line Dancing 14, Amazing Race 6, PAWS Family Fun coupled with Parent Teacher Conference, Book fair and MCC Summer Camp registration 24, Karaoke and Dance 3, Open Playground/Gym 2, Open Playground/Gym 37. Need to increase reciprocal parent communication; Class DoJo, Parent Teacher Conference, Family Nights, Family Workshops, All Pro Dads, Parent Snack and Chat, etc.
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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 43 will develop a communication plan for reciprocal parent involvement in student achievement and participation in school events, on average 20 families per monthly event.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	We will develop and communicate an event calendar, curriculum night calendar, collect updated parent contact information, utilize Robo-Calls/emails, communicate student achievement via report cards, RtI Learning Plans and STAR/NWEA reports, parent workshops, family nights, and Class DoJo.

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.
July	through end of school year	Teachers will develop, communicate and implement grade level nights.
July	through end of school year	Parent Liaison will identify, develop and present Parent Workshops.
September	through end of school year	Teachers will implement Class DoJo and use daily as a reciprocal communication tool.
September	through end of school year	Teachers and staff will collect updated parent contact information in Student Contact form (Google Form). Administration/Leadership team will run monthly report for data collection.
September	through end of school year	Leadership Team will create and send out Robo-Calls, Robo-Emails and Text Alerts for events.
September	through end of school year	Teachers will communicate student achievement via report cards, RtI Learning Plans and identified STAR/NWEA reports - quarterly.
September	through end of school year	Teacher will communicate with parents on a weekly basis and record this information on Student Contact Logs on the Intranet