

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010050
School Name:	Helen Barrett Montgomery

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

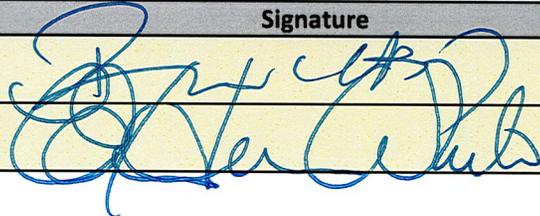
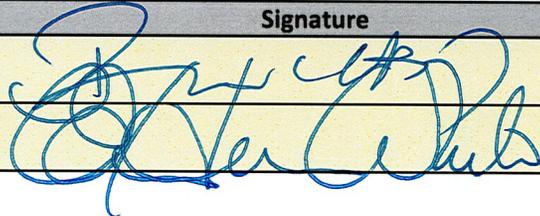
Contact Name	Connie M. Wehner	Title	Principal
Phone	585-266-0331	Email	Connie.Wehner@RCSDk12.org
Website for Published Plan			

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:

- 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)	Location(s)	Meeting Date(s)	Location(s)
8-24-17	SCHOOL 45		
8-25-17	SCHOOL 50		
9-6-17	SCHOOL 50		
9-7-17	SCHOOL 50		
9-11-17	SCHOOL 50		

Name	Title / Organization	Signature
Connie Wehner	Principal	<i>Connie Wehner</i>
Lynda Mortis	Asst. Principal	<i>Lynda Mortis</i>
Felecia Drysdale	Asst. Principal	<i>Felecia Drysdale</i>
Jewel Brown	Parent Liaison	<i>Jewel Brown</i>
Jill Harold	Head Secretary	<i>Jill Harold</i>
Karen McCann	Teacher SBPT	<i>Karen McCann</i>
Tracy Tyra	Teacher SBPT	<i>Tracy Tyra</i>
Meredith Meyer	Teacher SBPT	<i>Meredith Meyer</i>
Kelly Simbari	Teacher SBPT	<i>Kelly Simbari</i>
Tara Cole	Teacher SBPT	<i>Tara Cole</i>
Gina Jutzin	Teacher SBPT	<i>Gina Jutzin</i>
Laura Cutaia	Teacher SBPT	<i>Laura Cutaia</i>
Fred Henry	Parent	<i>F.H.</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 Students		% 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)					

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).

Student social and emotional developmental health: Continued staff efforts in relational capacity, restorative practices, SWPBS, and community-building contributed to continued reduction in student office visits, referrals, and suspensions. PowerSchool data reflects a near 50% decrease in student suspensions

- 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.

Mid course corrections: Continued efforts to engage parents and make them feel welcome by creating a parent center near the Main Office with resources for parents and computers for them to use. This provided opportunities for parents to access student and community information in the school. Made efforts to engage families of ENL students by continued efforts to translate school documents and make home visits. Created a schedule of walk thru visits and a common template to evaluate teacher lesson plans. Provided quick feedback to teachers regarding walk thru visits. Creation of school data wall in the main office (modeled

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

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

Continued restorative practices initiative (including training new staff and building capacity by training students). Continued focus on student and school data--students and teachers will maintain data binders/data walls to chart student progress. Use of SIOP strategies for ENL students. Increased academic intervention by designated grade level intervention specialist and reading teacher teams. Increased Math and ELA intervention at the 7/8th grade level. More targeted feedback for teachers which will include specific suggestions and methods for improvement.

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

Established routines for walk throughs and sharing information , followed by focused PD. Data structures and use to guide instruction.

- 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 School 50 Vision-Academic Excellence: Every Minute Counts. Mission-To ensure that every student is college & career ready; failure is NOT an option. We are also guided by our core values of Self-control, teamwork, accountability, respect.

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

20% increase in student achievement as measured by NWEA, AIMSweb and NY State ELA & Math Assessments (Grades 3-8). For 2017-18 5% increase in student achievement as measured by NWEA, AIMSweb (Grades K-2) and NY State ELA and Math Assessment (Grades 3-8), and District Based Common Formative Assessments for grades 7 and 8 in ELA and Math.

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

The SBPT will work to create and implement professional development to implement the SCEP goals and activities into daily practice.

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

No Coordinating Administrator of Special Education in the building.

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

Workshop sessions each month on topics of differentiation and questioning. Weekly grade level meetings to examine curriculum, use of data, assessments and RTI. Learning walks to gather observational data, identify patterns and connect further to the PD planning process. Summer HBM Institute for all, review of school wide goals and CORE Values, and restorative circles (restorative practice).

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

Multiple modes of communication will include but not limited to: SBPT/Instructional leadership Meetings, school assemblies, staff meetings, weekly staff bulletins, town hall meetings, Open House, back to school orientation, school website, parent newsletters, blackboard connect, Shared Google Docs, Large calendar of information available to all staff, daily information board on events for the day and future (updated daily). Parent Education Center

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

School Website, hard copy in main office, hard copy in Parent Education Center, RCSD District website

- 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.

Open House/new student orientation, Pre-school visits to the kindergarten classrooms. Central Office also provides opportunities for schools to showcase the Pre-School Program. Tours are offered throughout the school year. Kindergarten screening is also held in August. We presently have a pre-k class, where presently 10 of the 18 students will transition into our kindergarten class.

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.

Will continue to follow CCLS and RCAD mandated curriculum. Will enhance with culturally diverse text whenever possible.

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.

Will continue efforts in restorative practices and implement training for new staff and students. Continue to train students in restorative practices to build capacity for a nurturing and fair school culture.

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.

Continued team meeting time. Continued vertical team meetings on PD days.

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

Will continue with assessments. More focused concentration of team grading and common writing rubrics.

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.

We will continue efforts with SWPBS and restorative practices. Suspensions and referrals continue to decline. Will create and distribute survey to parents

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.

Awaiting grant funded program for at-risk and ENL population for extended day. Continued efforts to translate communications home to parents and

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.

Increased intervention for students aligned with needs and supported by data.

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.

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.

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.

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:	
B2. DTSDE Review Type:	

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.	Teacher Feedback: Consistent school-wide instructional expectations for lesson planning are a large issue; when we conduct walkthroughs, about 1/4 of teachers don't have lesson plans, and many that do are copied directly from the modules, without showing instructional decision-making. School leader observations and student discipline data also reveal low levels of student engagement, supporting that instruction is not well - matched to student ability and interest and is lacking in culturally responsive text. The RCSD-Led Review mentioned school leaders conduct teacher observations; however, most observation reports described the lesson observed, but did not contain specific steps to improve student learning and
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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.	Improve consistent school-wide practice in Danielson elements: 2a, 2b, 2c and 3a, 3b and 3c from the first fall (2017) schoolwide targeted focus walk to the Spring (2018) schoolwide walk (baseline will be set in fall), through creation and use of a consistent admin team "collaborative learning walks."
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Observation scheduler(s), Observation Reports, Learning Walk Reports, Lesson Plan Review Checklist, Analysis of Trends Report, Student data (NWEA, Formative Assessments, Common Assesments, State Examinations); DTSDE staff survey feedback.

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.
9/1/2017	9/30/2017	Create and formalize a prioritized observation schedule, plan for informal & formal observations, and the connected feedback structures. Documents will be created collaboratively by the administrative team.
9/1/2017	6/1/2018	Implement ways for teachers to observe instruction of their colleagues through non-evaluative learning walks
9/1/2017	6/1/2018	During the 2017-18 school year, 100% of the leadership team will adhere to the established schedule to conduct and complete targeted walk-throughs seeking specific data (measured monthly), collaborative learning walks(monthly), formal and informal observations, and deliver the immediate, actionable feedback (within 5 days) with the intent to increase the implementation of student - focused lesson plans, differentiation, and use of higher order thinking questions. The schedule for targeted walk throughs will be available to staff through google docs shared folder.
6/1/2018	6/1/2018	Administrators will provide timely (within 5 days) actionable feedback on observations & all walk-throughs
6/1/2018	6/1/2018	Administrative team will implement targeted focus walks to collect data (looking for evidence of one element) four times per year & collaborative learning walks four times per year (to norm practice and improve type & quality of teacher feedback-including methods for improvement)
6/1/2018	11/1/2017	All non-tenure teachers will have minimum of 3 walk throughs and one observation completed by 11/1/17.
9/7/2017	6/1/2018	Collected data from walk throughs, observations, collaborative learning walks will be analyzed monthly by administrative team and SBPT resulting in focused and targeted Professional Learning for 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:	
B2. DTSDE Review Type:	

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.	Continue rigorous Common Core instruction while addressing culturally, linguistically, and culturally responsive curriculum and pedagogy. Implement a protocol for looking at student work to obtain actionable data. RCSD-Led Review found that teachers need to apply data when lesson planning to include elements such as learning targets aligned to standards, higher level questioning, differentiation including, process, and product, strategic student grouping, assessment/evaluation, and interdisciplinary foci. Instruction will include scaffolding to meet student needs, including ELL and SWD populations.
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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.	HBM will have 20% of all students subgroups (ENL, SPED, General) in Grades K-8 achieve proficiency levels in both Math and ELA as designated by the NWEA (Spring 2018) through implementation of improved lesson structures; data driven instruction; and student engaged assessments.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	NWEA, pacing guides, grade level agenda and minutes, district common assessments; using HBM School # 50 Instructional Framework guidelines for (including higher-order thinking questions, differentiation for subgroups such as: ELL and Students with disabilities; Learning Objectives stated in SMARTBoard lessons or in plans.
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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.
9/1/2017	6/1/2018	Classroom teachers, related service providers and special subject teachers will be provided with multiple opportunities throughout the school year to work horizontally and vertically to advance skills with delivery of Common Core standards based instruction. They will work together to plan and prepare for instruction in all subject areas that is relevant, meaningful and interdisciplinary in nature, incorporation culturally responsive text whenever possible.
9/1/2017	6/1/2018	Use district protocol for looking at student work and implement during grade level meetings
9/1/2017	6/1/2018	Classroom teachers will analyze data on technology related programs such as: Compass, IXL, Raz Kids, and Lexia.
9/1/2017	6/1/2018	Teachers will use rubrics to help students understand expectations and means for improvement
9/1/2017	6/1/2018	Intervention/Prevention teams will be added to support students in grades K-8 (K-6: ELA, Math, Reading) (7/8: Intervention support in ELA & Math)

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:	
B2. DTSDE Review Type:	

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.	RCSD-Led Review team recommended: increased academic rigor using higher level questioning strategies, implementing more differentiation in the classroom, emphasis on various learning styles and that most teachers' lessons were whole-group with little student discussion, and teachers' lessons minimally included higher-order thinking questions (Bloom's Taxonomy) and rigorous text complexity. Most teachers asked questions that did not require students to think critically or provide text-based evidence. The review team observed few teachers who engaged students of diverse abilities or learning styles using different modalities, strategies, or multiple access points. In some classrooms, students worked in groups, but there was little
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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.	100% of teachers/support staff will use a wide variety of relevant data sources to create robust lesson plans that account for differentiation and to determine the appropriate intensity and duration of instruction. Teachers/support staff will provide frequent and relevant feedback to students based on the analysis of timely data, and students will draw on the feedback so that they can reflect, adjust and assess their own progress. The result will be a 5% increase in student achievement as measured by NWEA, AIMSWeb (Grades K-2) and NY State ELA and Math Assessment (Grades 3-8), and District Based Common Formative Assessments for grades 7 and 8 in ELA and Math.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance at Professional Development regarding differentiation data-driven instruction, and classroom management. Walk through data. Teacher created lesson plans that identify student groupings and differentiated instructional strategies. Individual teachers keep track of their progress on their pedagogical growth goals. School provides forthright feedback to teachers regarding their instructional practices. School leaders provide frequent observations and feedback to teachers. Instructional practices are regularly discussed at grade level meetings. SPA, NWEA (Fall, Winter and
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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.
9/6/2017	6/1/2018	School staff will employ proactive classroom systems by implementing SWPBS in an effort to increase student time on task, modifying SWPBS to accommodate K-5, 6-8 and practice Restorative Practice.
9/6/2017	6/1/2018	Teachers will give feedback to students orally and or written to students on how to improve their skills. Rubrics will be used whenever applicable.
9/6/2017	6/1/2018	Administer NWEA Grades K-8 (Fall, Winter and Spring)
9/6/2017	6/1/2018	Administer Common Core End of Modules Assements Grades K-8
9/6/2017	6/1/2018	Administer RCSD pre- and post assessments
9/6/2017	6/1/2018	Vertical team meetings will occur during full day Superintendent's Days and/or during the five 1/2 days for collaboration
9/6/2017	6/1/2018	Professional Development calendar will be created and will include topics such as data notebooks, data-driven instruction, differentiation, higher level questioning, learning targets and classroom management/restorative practices.
9/6/2017	6/1/2018	Grade level teams will meet a minimum of once per week for a half hour. One of these sessions will be to use the protocol for examining student work.
9/6/2017	6/1/2018	All lesson plans will include learning targets, differentiation(for all sub groups- ELL, and students with disabilities) and higher-order thinking questions, as evidenced in data collected in walk throughs.
9/6/2017	6/1/2018	Use district protocol for looking at student work and implement during grade level meetings.
9/6/2017	6/1/2018	District created common assessments in Grades 7 and 8 ELA and Math will be administered and data will be used to plan for instruction/intervention.

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:		
B2. DTSDE Review Type:		
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.	Building relational capacity in school-wide projects. Develop an environment of respect and rapport and create a culture of learning. We will need to promote and support social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning. District-led Review recommended: Establishment of an ESS Team and further training for all staff on the RTI process. The core expectations for classroom behavior — self-control, outstanding teamwork, accountability, and respect (SOAR) — are listed in a chart; however, they are not posted in all classrooms, and school leaders and teachers stated that there is no curriculum or program to	
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.	All members of the school community will implement the core values and restorative practices to continually build a school culture of shared ownership for learning among adults and students that is respectful of culturally diverse students as demonstrated by a 10% decrease in short term suspension by administrators.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Reduction in Suspensions school wide by 10%. Create a baseline for office referral data.	
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.
9/6/2017	6/1/2018	80% of faculty will participate in restorative practices professional learning sessions focused on establishing a positive school culture and community building as evidenced by attendance records for the PD.
9/6/2017	6/23/2018	By June 2018, suspensions and/or classroom removals will be reduced by 10% through the application of wrongdoing conferencing, peace circles, and implementation of alternatives to suspension.
9/6/2017	6/1/2018	Two positive community building events will be held to ensure positive school culture resulting in # of student-led school wide meetings/events/recognitions to be determined by the Restorative Practice team.
9/6/2017	6/1/2018	Teachers and staff will fully implement school-wide initiatives such as Response to Intervention (RTI) and School Wide Positive Behavior Supports (SWPBS) Restorative Practices to increase student engagement and improve student learning outcomes.
9/6/2017	6/1/2018	Circles will be used and facilitated by teachers in all classes K-6 (Lower School) a minimum of 2 times per week. Upper School (7 & 8) will create and implement a schedule by grade level and subject for a minimum of 2 circles per week for the grade level. Focus to include cultural relevance and cultural diversity.
9/6/2017	9/30/2018	All classes will conduct community building circles each day during the month of Septebmer to support in the establishment of rituals and routines, understanding the CORE Values of the school and development of relationships.
9/6/2017	6/1/2018	Increase counselor allocation to 1.0 to better assist with social/emotion needs of students and goal-setting.
9/6/2017	6/1/2018	On-going professional development in Restorative Practices. Two strands focused on: new staff needs/training & retained staff development.

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:	
B2. DTSDE Review Type:	

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 District-led Review recommended: creation of a survey for parents to be completed during Open House. School should investigate other methods of translation/interpretation to reach more parents about school related policies and functions. In addition, staff report that they don't feel an effective partnership with enough families in terms of creating an environment of respect and a culture of learning. Furthermore, based on our review and our lived experience in our school, we know we struggle to effectively communicate with our non-English speaking families. The school will need to promote and support social and emotional development by designing systems and experiences that lead to healthy relationships and a
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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.	The school community will share data in a way in which families can understand student learning needs and successes through more follow-up with parents. School personnel will maintain monthly communication with 85% of families as evidenced by teacher contact logs, agendas, newsletters, class dojo, school website, newsletters.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data from Blackboard connect on number of robo calls made and types, Number of parents signing into Parent Education Center, Number of "hits" on school website. Evidence of newsletters created and posted on web site. Number of parents/community members signing in for evening events.

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.
9/6/2017	6/1/2018	School leadership will improve communication with all stakeholders, informing parents and the community of school wide events and assemblies and encouraging active participation. Use of communications tools such as automated calls regarding attendance and special events, monthly newsletters, scheduled positive communications home, maintaining communication logs, use of PTG and community/parent volunteers, providing students with agendas/homework folders.
9/6/2017	6/1/2018	Teachers of ENL students will work with the parent liaison to develop a parent/ENL network focused on bridging language barriers and fostering parent engagement in the educational process.
9/6/2017	6/1/2018	The school leadership will work with district departments, including the Office of Parent Engagement to offer calendars, newsletters, handbooks, memos, contracts, conferences and other regular communication systems in pertinent languages during the 2017-2018 school year. Set school wide expectations that all teachers and the school increase the frequency of Proactive Home-School Communication that helps parents support student academic and behavioral growth.
9/6/2017	6/1/2018	Updating, maintaining school and community information that is readily available to parents through written documentation (pamphlets, etc.)
10/12/2017	10/12/2017	Create and distribute survey to parents during the Open House.
10/1/2017	11/30/2017	Schedule and host a BRIA night for our ENL students and families.