

LEA Name:	Rochester City School District
LEA BEDS Code:	26-16-00-01-0668
School Name:	Joseph C. Wilson Foundation Academy

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2017-2018 School Comprehensive Education Plan (SCEP)

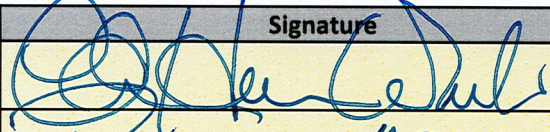

Contact Name	Dr, Deasure A. Matthew	Title	Principal
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Website for Published Plan	www.rcsdk12.org/wilsonfoundation		

**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.

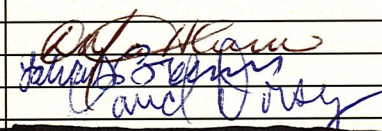
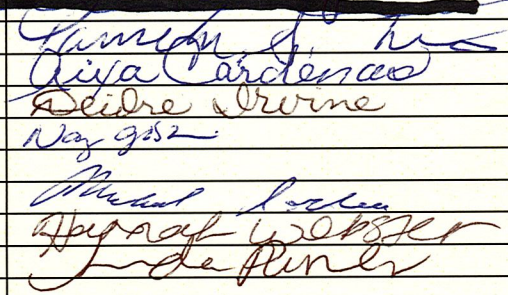
Position	Signature	Print Name	Date
<b>BQE PRESIDENT</b> Superintendent		Barbara Deane-Williams	
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	

## 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.



	B	C	D	E
1	<b>School Leadership Team</b>			
2				
3	<b>SCHOOL LEADERSHIP TEAM:</b> 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.			
4				
5	<b>Instructions:</b> 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.			
6				
7	<b>Meeting Date(s)</b>	<b>Locations(s)</b>	<b>Meeting Date(s)</b>	<b>Location(s)</b>
8	Aug. 24, 2017	District Training - School #45		
9	Sept. 8, 2017	Wilson Foudation Academy - email document		
10	Sept. 12, 2017	Wilson Foudation Academy - email document		
11				
12				
13				
14	<b>Name</b>	<b>Title / Organization</b>	<b>Signature</b>	
15				
16	Deasure Matthew	Principal/Joseph C. Wilson Foundation Academy		
17	LoWan Brown	Assistant Principal/Joseph C. Wilson Foundation Academy		
18	David Dorsey	Assistant Principal/Joseph C. Wilson Foundation Academy		
19	[REDACTED]			
20	Pamela Francis	Parent Liaisan/Joesph C. Wilson Foundation Academy		
21	Aiza Cardenas ←→	Parent/Joesph C. Wilson Foundation Academy <b>Aixa Cardenas</b>		
22	Deidre Irvine	Parent/Joesph C. Wilson Foundation Academy		
23	Nancy Gossin	Teacher/Joseph C. Wilson Foundation Academy		
24	Cassandra Dearing	Teacher/Joseph C. Wilson Foundation Academy		
25	Michael Iodice	Teacher/Joseph C. Wilson Foundation Academy		
26	Hannah Webster	Teacher/Joseph C. Wilson Foundation Academy		
27	Amanda Purver	Teacher/Joseph C. Wilson Foundation Academy		
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## 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 <b>NO</b> 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).

Increase in positive school culture; increase in both NY ELA and math performance

- 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.

There were no mid-year corrections.

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

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

Continuation of the development of the IB Primary Years Program for K-6

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

Development of the IB PYP and student social and emotional development/health

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the

The Joseph C. Wilson Foundation Academy students, parents, faculty and staff are committed to providing and participating in a rigorous academic program that ensures that all students are prepared to be responsible productive citizens. We are committed to creating an environment that promotes academic excellence, fosters an active appreciation of all cultures and develops students' senses of personal responsibility. And for all of us, we envision Wilson Foundation Academy to be a place where we are challenged and supported in such a fundamental way that we become true caring contributors in school and in the broader community.

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

Increase performance in ELA and math by 5%

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

Development of common planning time for teachers to work together; SBPT oversight; Data team reviews; leadership/admin guidance; partnership with School Resource Officer from RPD (restorative justice program; student group sessions); Partnership with Center for Youth - student help zone coordinator

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

None

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

Summer PD and monthly professional development plan put in place and approved via SBPT



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

posting on school/district website, copy in main office, emails, and available copies provided upon request

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

posting on school/district website, copy in main office, emails, and available copies provided 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.

IB Primary Years Program alignment to CCLS; parent involvement; intervention services through CARE team

## **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.

**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.

**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.

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

**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 2016-17 plan.

**B. Staffing, Human Resources, and Work Conditions:** Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 16-17 plan.

**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.**

**Common Leading Indicators Worksheet**

<b>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.</b>	<b>Tenet 2</b>	<b>Tenet 3</b>	<b>Tenet 4</b>	<b>Tenet 5</b>	<b>Tenet 6</b>
Student Growth Percentile for Low-Income Students		y			
Student Average Daily Attendance	y		y	y	y
Student Drop-Out Rate	na	na	na	na	na
Student Credit Accruals (HS Students)	na	na	na	na	na
Student Completion of Advanced Coursework	y				
Student Suspension Rate (Short-Term / Long-Term)	y		y	y	
Student Discipline Referrals	y		y	y	
Student Truancy Rate	y		y		y
Student Performance on January Regents Exams	na	na	na	na	na
Student Participation in ELT Opportunities	na	na	na	na	na
Minutes of Expanded Learning Time (ELT) Offered	na	na	na	na	na
Teacher Average Daily Attendance Rate	y		y		
Teachers Rated as "Effective" and "Highly Effective"	y				
Teacher Attendance at Professional Development	y		y		
Parent Attendance at Workshops					y
Parent Participation in District/School Surveys					y

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 8-9 2017
<b>B2. DTSDE Review Type:</b>	NYSED Review

<b>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.</b>	<p>Administrative team needs an effective plan to monitor instruction, ensure best practices are being utilized in the classroom where frequent and timely feedback is given. Current evaluation/observation plan and data utilization are not yet leading to increased performance results which can be objectively measured as concrete and significant progress.</p> <p>NYSED DTSDE review was conducted in March 2017 and the following recommendation was given: "School leaders' scheduled walkthroughs should ensure that teachers focus on student learning by:</p> <ol style="list-style-type: none"> <li>1. scaffolding learning activities</li> <li>2. checking at least once during the lesson that students understand the learning target; and</li> <li>3. devising an informal assessment at the end of each lesson to gauge student understanding of the learning target in preparation for the next lesson.</li> </ol> <p>The school leaders should provide teachers with actionable feedback and re-visit to ensure improvement."</p>
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<b>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.</b>	1. By May 1 2018, each members of the leadership team will increase the frequency of classroom observations by conducting at least eight classroom visits per week with written feedback from Oct. 1, 2017to May 1, 2018 and conduct two classroom walkthrough visits per teacher, one per semester for 15 minutes, focusing on learning activities that include differentiation and checking for understanding as evidenced by logs, write-ups and classroom visitation calendar.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ol style="list-style-type: none"> <li>1. Classroom visitation/observation schedule developed in Aug. 2017</li> <li>2. Progress will be monitored at every administrative meeting and review results monthly with SBPT; meeting minutes.</li> <li>3. We will develop and school-wide classroom management plan.</li> <li>4. We will develop steps for behavior interventions and social emotional support for specific students in need of support.</li> <li>5. Walkthrough documents with written feedback.</li> </ol>

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
Aug. 1, 2017	1-May-18	School leadership will create a structured observation/walkthrough calendar demonstrating at least 8 classroom visits per week and 2 visits focusing on classroom culture and 2 visits focusing on differentiated learning activities. Classroom visitations will be reflected on agenda/minutes of administrative meetings.
Oct. 1, 2017	1-May-18	A schedule for observations (with pre- and post-conferences) will be conducted with written feedback within 2 (walkthrough) or 5 days (formal observation).
July 1, 2017	1-Jun-18	School leaders will provide PD to focus staff on establishing a culture of respect and rapport – developing a common management plan including elements of Restorative Practices and IB Learner Profile traits.

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 8-9, 2017
<b>B2. DTSDE Review Type:</b>	NYSED Review

<b>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.</b>	<p>We have a great need to develop protocol and school-wide systems to monitor student progress, review student data, and use the data to develop lessons that will yield increase in student performance. Teachers should use student performance data, both summative and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs, and adjust the planned curriculum with special focus on at-risk students identified through various measures.</p> <p>NYSED DTSDE review was conducted in March 2017 and the following recommendation was given:          “Teachers in collaboration with each other should utilize their scheduled meeting time at least once a month to use data to scaffold learning activities that are aligned to the learning targets to meet all students’ needs.”</p>
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<b>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.</b>	From Sept 2017- June 2018, teachers in collaboration with grade-level team, instructional coach, intervention teachers, and IB Coordinators, will use their scheduled meeting time to review student data and develop differentiated learning activities leading to 80% of students improving in math and ELA on report card scores and NWEA assessments as evidenced by Fall-Spring report card and NWEA results.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ol style="list-style-type: none"> <li>1. Student Growth Percentiles</li> <li>2. NWEA, AIMS Web, formal and informal observation data, NYS assessment results</li> <li>3. Grade-level and Team meeting minutes</li> <li>4. Lesson plan write-ups</li> <li>5. Formal/informal observation notes</li> </ol>

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
Aug-17	Oct-17	Teams across K-8 continuum will adopt the same data review protocol that allows for teams of teachers to collaborate horizontally and vertically and across content areas in the development of engaging and differentiated lessons to meet individual student needs.
Sep-17	Jun-18	Teams across K-8 continuum will have schedule-imbedded meetings where one meet per month will focus on review of student work and monitoring of student progress
Sep-17	Jun-18	All teachers will use daily classroom data and available resources to provide differentiated lessons for students. Teachers will employ the use of providing regular descriptive feedback to student on common formative assessments at least one time per week.



## Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 8-9, 2017
<b>B2. DTSDE Review Type:</b>	NYSED Review

<b>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.</b>	<p>There is great need for teachers to develop a common K-8 coherent and appropriately aligned Common Core Learning Standards-based instruction that supports the IB curriculum framework that leads to multiple points of access for all students.</p> <p>NYSED DTSDE review was conducted in March 2017 and the following recommendation was given:  “Teacher’s instruction should contain:</p> <ul style="list-style-type: none"> <li>• scaffold learning activities in all subjects that are aligned to the learning target to meet all students’ needs</li> <li>• assessment opportunities to check student understanding of the learning target at least once as the lesson progresses; and</li> <li>• an informal assessment at the end of each lesson to gauge student understanding in preparation for the next lesson.”</li> </ul>
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<b>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.</b>	100% of teachers will develop lesson plans that reflect differentiation and scaffolded learning activities in all subject areas as evidenced by classroom observations, written lesson plans, and grade-level team meeting minutes. Lessons will include tracking student progress toward proficiency through the lesson components of bridge, standards-based learning targets, student discussion, focus, work period, share out, and closing in a lesson.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<p>Formal and informal observation data</p> <p>Written lesson plans</p> <p>Student goal/tracking sheets</p>

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
Aug-17	Oct-17	Teacher teams and Instructional Support Team will collaboratively identify consistent protocol for reviewing student data and setting target goals for classroom groups.
Sep-17	Jun-18	Common planning time will be used to review student data, develop targeted learning goals, and monitor student progress.
Sep-17	Jun-18	All teachers will be provided with learning and coaching opportunities through support from instructional coach, intervention teachers, and remedial reading teachers to help develop strategies for daily classroom data use and available resources to differentiate lessons for students.
Aug-17	Jun-18	Provide professional development learning and coaching opportunities for teachers K-8 to develop instruction to deliver content through investigation and project-based activities aligned with CCLS and IB instructional framework that includes the IB Learner Profile traits.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 8-9, 2017
<b>B2. DTSDE Review Type:</b>	NYSED Review

<b>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.</b>	Our school community does not yet fully articulate and systematically promote a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences that promote and support healthy relationships among all stakeholders and a safe, respectful environment that is conducive to learning for all constituents.
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<b>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.</b>	All members of the school community will implement The Wilson Way and IB Learner Profile values mindset practices to continually build a school culture of shared ownership for learning among adults and students. This will be achieved through planning and delivery of lessons that explicitly teach each WW component and IB profile trait resulting in at least a 10% decrease in disciplinary referrals from teachers and 10% decrease in short-term suspensions from school leaders.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ol style="list-style-type: none"> <li>1. Student Suspension Rate (Short-Term / Long-Term)</li> <li>2. Student Discipline Referrals</li> <li>3. Attendance data</li> <li>4. Student and family survey related to school climate and safety.</li> <li>5. CARE Team meeting minutes</li> </ol>

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
Jul-17	Aug-17	Professional Development opportunities will be provided for all school members on ways to develop common discipline plan and who to implement WW and IB LP within classroom instruction (written plans and learning activities).
Sep-17	Sep-17	Students and parents will take a needs assessment survey to identify student needs and concerns that will be used to develop plans to support their social and emotional growth and development.
Sep-17	Jun-18	Ongoing professional development to process, plan and implement Wilson Way protocol, PBIS, and IB Learner profiles.
Sep-17	Jun-18	Implement and infuse the WW and IB LP in daily practice across all content areas, grade levels and specialized services through active pedagogy
Jul-17	Jun-18	Receive training and ongoing PD on Restorative Justice Practices

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 8-9, 2017 <b>NOTE:</b> Although the school underwent a review in March 2017, the DTSDE IIT team was not able to complete the process with the review of Tenet 6 due to the city-wide school cancellations because of inclement weather. Therefore, February 9-10, 2016 was the last time Tenant 6 received a DTSDE review conducted by District-lead Review team.
<b>B2. DTSDE Review Type:</b>	2017 NYSED; 2016 for Tenet 6 only was District-led

<b>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.</b>	Our parents need to be seen as partnering with us to improve our school performance that includes our NWEA assessments, NYS ELA and math and quarterly report card scores. Together, we need to regularly monitor the effectiveness of our communication between home and school; track needs and feedback from family regarding support, student achievement, and general concerns; and provide opportunities for families to engage with staff formally and informally.
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<b>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.</b>	By June 2018, 100% of staff will provide parents with NWEA assessment scores 3 times per year for 1st-8th grades and 2 times per year for Kindergardeners. Parents will be given explanations of scores and suggested resources to in order to provide feedback to the teachers about their efforts to help their child at home leading to a 5% increase in grades 3-6 performance on the NYS ELA and math assessments for 2018.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ol style="list-style-type: none"> <li>1. Average daily attendance</li> <li>2. Parent Attendance at Workshops and other school events.</li> <li>3. Parent Participation in District/School Surveys</li> <li>4. Assessment outcomes for 2018</li> </ol>

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
Sep-17	Sep-17	Parents will take a needs assessment survey to identify student needs and concerns that will be used to develop plans to support their social and emotional growth and development.
Aug-17	Sep-17	Parent Liaison will work to establish PTO leaders from which SBPT representation will be elected.
Sep-17	Sep-17	Parent Liaison will develop PTO meeting calendar to share with families on monthly opportunities to come together and share building-wide data, celebrate success, and learn about opportunities to engage in school activities.
Sep-17	Jun-18	All school staff will be expected to develop and maintain a classroom webpage on the school's website.
Sep-17	Jun-18	Parent Liaison, IB/MYP-PYP Coordinators, Classroom Teachers, CARE Team will offer Family Development (FD) opportunities for parents in conjunction with PTO to support understanding of data to address students' academic, social, emotional, developmental health needs that align to academic and social success.