

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	James P.B. Duffy School No. 12

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

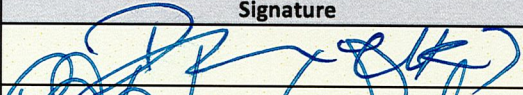

Contact Name	Jennifer Gkourlias, Ed. D.	Title	Principal
Phone	585-461-3280	Email	Jennifer Gkourlias
Website for Published Plan	www.rcsdk12.org/12		

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, Superintendent	
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White, President, B.O.E.	10-26-17

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers

2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

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

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.

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

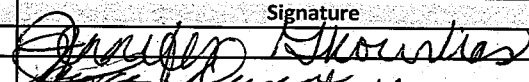
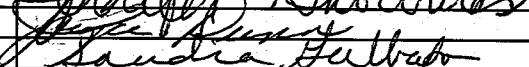
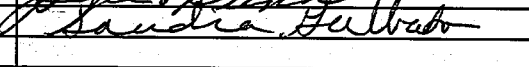
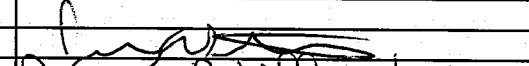
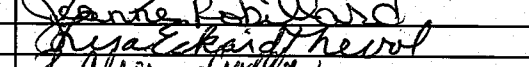
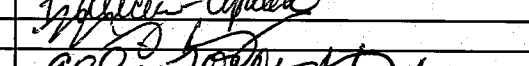
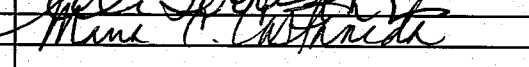
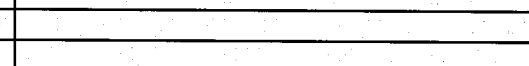
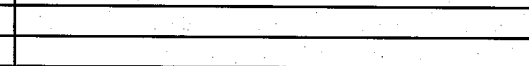
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

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

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

Meeting Date(s)	Location(s)	Meeting Date(s)	Location(s)
May 18, 2017	School 12		
August 23, 2017	School 12/School 45		
August 31, 2017	School 12		
September 11, 2017	School 12		

Name	Title / Organization	Signature
Jennifer Gkourlias, Ed. D.	Principal	
Joyce Dunn 201	Assistant Principal	
Sandra Galbato 317	Assistant Principal	
Janine Rella	Parent Representative	
Kearstin Brown-Warren	Parent Representative	
Eleanor Payton	Parent Representative	
Anne Bounds 231	Teacher	
Jeremy Peters 204	Teacher	
Jeanne Robillard 218	Teacher	
Lisa Eckart-Nevol 114	Teacher	
Petrita Alicea-Cipolla 229	Teacher	
Meagan Hennesy 302	Teacher	
Celi Torres-Hayes 330	Teacher	
Connie Castaneda 205	Teacher	

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		

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).

This year we focused on developing teachers' skill set in using data to drive their instructional decisions and use ongoing measures to check for student growth. This included lesson plan develop that enhanced methods to use student progress, interests, and linguistic needs as well as instructional strategies in a variety of PD opportunities to accomplish this goal.

- 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.

Revised the data action planning cycle format and SMART goals setting from Cycle 1 to Cyle 2 for better outcomes. We added the items above when walk throughs, lesson plan reviews, and grade level meetings demonstrated the need.

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

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

We focused on using Data to drive instruction using the Data Action Planning Cycle that held all accountable to bring new strategies and ideas to the table for action plan creations. This included a focus on differentiation instruction planning and lesson design. We used a series of meetings to check on students growth and progress as well as teacher planning. We also focused on idenifying student interests and stratgies to design highly engaging lesson plans that are included students target and goal setting to monitor their own growth as well as fulfill development of higher order thinking questions. We also focused on designing effegtive classroom management systems that create high levels of respect and rapport in students; in K-1 we fullt implemented the ZONEs of regulation and explored other optional tools for Grades 2-6.

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

Use of CFA and other research based tools to monitor students' growth throughout the school year- through Data Action Planning Cyle to accomplish with SMART Goals Focus of DDI and DI stratgies in core content areas. Implementation of protocols to engage parents more fully in the home-school connections. Upon creation of the visions for healthy social emotional development- implement the action plan and make the vision a reality.

- 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.

The above goals align with the mission and vision of the school and the SCEP.

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

75% of all subgroups will show growth on the ELA and Math formative assessemnts (CORE knowledge Skills assessments, mid and en dof unit EL assessments, NYSESLAT, NWEA, AIMweb for porgress moinotirng and the Gradse 3-6 Math CFAs)

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

The master schuedle will be aligned to the school goals and programming needs. It will also allow for ongoing teacher collaboartion.

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

Scheduling and lack of subs in the system may ipmact teacher planning time and the ability to collaborate or implement the school initiatives.

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

The RTA contract includes five, 1/2 day teacher release time that will be aligned with the SCEP goals- one session per tenet. Daily ,master schedule now includes a 30 minute recess period that serves as the teacher planning period; thus creating a 40 minute block daily to be used for teacher meetings, collaboaration, intervention support, and learning instructional walks. Three on depth sessions have also been planned to align teach pacing to the power standards and assist in standards based (rather than module based) lesson development. Special subject and support staff can also be mandated to attend a weekly meeting witrh adminstration for planning purposes (and one additonal voluntary session_ as per the RTA contract.

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

The Parent and Community engagement subcommittee of SBPT has designed recomendations for sample protocols to enhance communication and share purtinant information in a constructive and positve format.

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

This will be made available to all on the website and highlighths dicussed at PTA and other parent meeings. Elements of the plan are incorporated in to the TITLE I and SAS plans for the 2016-17 school year.

- 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.

Contact presschool programs and provide an orientation to recruit and help students and their families transition to the elementary school setting. School 12 staff are present in local community preschools and answer questions. Receive early intervention service needs in a timely fashion and seek preschool infomration to best support children upon their arrival.

Re-Identified Focus Schools

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

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) beginning no later than the 2016-17 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle.

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

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

1. State-Developed Differentiated Recognition, Accountability, and Support

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

We will use the Data Action Planning Cycle Format (3 session per year) that identify an ELA or Math instructional gap, ask an exploratory question set a SMART goal, identify new instructional strategies that address the needs of each identified subgroups (ELLs, SWD, AA, Hispanic students), and design action plans to meet their differentiated needs. Timeline- Sept- rollout cycle 1 that includes weekly progress monitoring of lesson plans and students' formative assessment measures. This cycle will be repeated three times in the year. SBPT will monitor the results of each cycle and adjust

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

SBPT must monitor the progress in order to achieve effective implementation and completion at each grade level. The team will also be able to identify PD needs or other actions to maintain continued students and teacher growth.

Priority Schools: Whole School Reform Model

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

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

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

1. New School Design and Educational Plan

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

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

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

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

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

Empty text box

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.

Empty text box

2. Organizational Plan

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

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

Empty text box

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

Empty text box

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

1. Describe the schedule that will result in implementation of a whole school reform model 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 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

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

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

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

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

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

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

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

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

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

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

Tenet 2: School Leader Practices and Decisions (RELATIONAL CAPACITY)

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:	Mar-17
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	As recommended in the Spring 2017 DTSDE Review, School Leader needs to support administrative team and Instructional Cabinet to develop a protocol and schedule to institute walkthroughs that result in actionable feedback focused on high quality instruction. Teachers should be involved in inter-visitation of classrooms within the school. In Spring 2017 the SBPT selected a school improvement strategy: Intervisitation, and tailored the tool to be relevant for School #12. This tool needs to be actioned upon in 17-18.
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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.	Goal #1: By the end of April, 2018, the administrative team will have completed a walkthrough for 100% of the teaching staff four times throughout the year as evidenced by a walkthrough schedule and walkthrough document with actionable feedback provided to teachers utilizing Google forms. Goal #2: By 1/31/18, 30% of teaching faculty will participate in a peer intervisitation with a colleague and provide feedback aligned to the SCEP goals and Danielson Rubric.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	The building leader and administrative team will develop a walkthrough schedule and protocol. Quarterly walk-through data checks will demonstrate that feedback is provided to 100% of teachers aligned to school improvement goals.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September, 2017	September, 2017	The administrative team will create a walkthrough schedule, protocol, and electronic walk through form with actionable feedback. Administrators will ask for feedback on the electronic walkthrough form to identify any components needed to be added.
October, 2017	October, 2017	A minimum of 10 faculty will conduct a peer intervisitation protocol and submit their feedback via google forms. The administrative team will communicate the walkthrough schedule, protocol, and electronic form with actionable feedback to the classroom teachers. Cycle 1 will be completed and data entered into the walk through google doc.
Nov-17	Dec-17	20 additional teachers will be asked to join a peer intervisitation group. Substitutes will be provided to support teachers in visiting peer classrooms to observe research based strategies to resolve an instructional practice question or problem of practice. Focus will be on SCEP priorities such as project based learning and provision of feedback to promote a growth mindset.
Jan-18	Feb-18	Cycle 2 will be completed by administrative team and entered into the walk through google doc. Data will be shared at School Review with review team as evidence toward progress made on the SCEP.
Mar-18	Apr-18	Cycle 3 will be completed by administrative team and entered into the walk through google doc.

May-18	Jun-18	Cycle 4 will be completed by administrative team and results of walk through data shared with SBPT and Instructional Cabinet to review progress toward meeting respective Tenet 3, 4 and 5 goals. Evaluation of targets met will result in action plans to support summer retreat and ongoing professional learning for staff.

Tenet 3: Curriculum Development and Support (INNOVATION)

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:	March, 2017
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	March 2017 school review recommendation was to increase student engagement through project based learning. Data was reviewed by faculty on Superintendent's Conference Day in May 2-17 at which time the faculty prioritized a desire to engage in school wide approaches to project based learning. Instructional coach provided a preliminary professional learning session which motivated teachers to dig deeper into this learning and it was the highest attended professional learning session.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of May 2018, 85% of classroom teachers will create two project based units of study as measured by projects being completed by 100% of the students within the classroom. Teachers will implement a rigorous project for a unit of study that includes interdisciplinary approaches to the Social Studies, Science, and Common Core Literacy Standards for informational literacy. Standards aligned rubrics will be utilized to assess student attainment of the standards. Sub-groups (African American, Hispanic, SWD, ELL) will be engaged through culturally relevant empowering curricular themes that reflect the students heritage and provide an empowered curricular stance where students view themselves as agents of change, with a specific goal of closing the achievement gap in performance for these respective subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Passing rates for NYS ELA and Math will increase by 10% respectively in Spring 2018. Teachers will retain the evidence of learning (ex. rubrics, student reflection and goals) in a binder. Data and student progress will be reviewed each semester with team and supervising administrator with a specific focus on the AA, Hispanic, SWD, and ELL subgroups, noting achievement gap closing data trends. Students' areas of growth and need will be analyzed so that instructional support and interventions can be provided to support student attainment of the standards (English as a New Language Teachers, Academic Intervention Specialist, and Specialized Services Educators will support the attainment of this indicator).

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.
Sep-17	Sep-17	Superintendents' Conference Day presentation for 100% of faculty focused on project based learning with an emphasis on Backwards Design to develop curriculum maps to design learning sequences that lead to pBL products. Teachers will receive a reference guide of multiple examples/ideas for projects/products. Grade levels will plan to review content and Common Core Literacy standards to decide on project/product and topic of study and align to CCELA Standards. (Admin Team)
Oct-17	Oct-17	During grade levels unit of study plan will be shared and agreed upon. Administrators will offer teams feedback and support in unit design and alignment to CCELA standards and identify culturally relevant, empowering themes. (Grade level leaders/Admin Team)
Nov-17	Nov-17	Showcase of Learning publicly displays projects that align to learning standards attained and students' reflections on learning standards and student personal growth goals. (Faculty) Progress Reports for ELA and Math (NWEA) will be communicated to families in their preferred language, and strategies to support parent engagement to help students meet standards will be shared.
Dec-17	Dec-17	Review student engagement through Projects informational document and reference guide. Instructional Cabinet would review findings from Fall Learning Cycle. Reflect on fall showcase and make adjustments if needed for Spring Showcase. Update reference guide of multiple examples/ideas for projects/products with new ideas from Fall Showcase. (Grade level leaders/Admin Team)
Feb-18	Feb-18	Grade levels will plan to review content and Common Core Literacy standards to decide on project/product and topic of study. (Team Leaders)
March/April 2018	March/April 2018	Second PBL Cycle in Science or Social Studies themed topic. Students' areas of growth and need will be analyzed so that instructional support and interventions can be provided to support student attainment of the standards (English as a New Language Teachers, Academic Intervention Specialist, and Specialized Services Educators will support)

May-18	May-18	Showcase of Learning publicly displays projects that align to learning standards attained and students' reflections on learning standards and student personal growth goals.

Tenet 4: Teacher Practices and Decisions (INNOVATION, ACCOUNTABILITY)

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:	March, 2017
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	In Spring 2017, 10% of students earned a level 3 or 4 in ELA, 23% of students were at a Level 2 and 68% of students were at Level 1. Results reflect racial achievement gaps. 41% of white students assessed attained a level 3 or 4, 8% of Hispanic or Latino and 0% of Students with Disabilities, 5% of black students, and 0% of English Language Learners assessed attained a Level 3 or 4. In Spring 2017, 13% of students attained a level of 3 or 4 in mathematics, 54% of white students assessed attained a level 3 or 4, 10% of Hispanic or Latino and 0% of Students with Disabilities, 8% of black students, and 3% of English Language Learners.
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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.	Between January and May 2018, 85% of teachers will provide students with specific, timely, goal oriented feedback to promote a growth mindset. Measure 1: 80% of students will demonstrate growth in the targeted mathematics standard as measured by pre- and post-assessment of a topic/skill targeted during a minimum of one unit per quarter 3 and quarter 4. Measure 2: 80% of students' final writing products will reflect attainment of the grade level standard (with support). This will be measured by pre- and post-measures for the three writing genres (informative - Fall, opinion- Winter, personal narrative- Spring).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student progress toward meeting the writing and mathematics goals will be monitored and collected in a data notebook. Student work will evidenced by teachers compiling all first draft to final copy for their students within one binder. Team meeting minutes will reflect conversations tracking the skills and common formative assessemnts based on the data to improve student achievement.

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.
Sep-17	Sep-17	Identify Book Club participants to prime the learning for the research behind Growth Mindset- Carol Dweck and Feedback.
Oct-17	Oct-17	At Superintendents' Conference Day and team meetings teachers will review district wide writing rubrics aligned to the Common Core Standards for specific genre writing. Teachers will identify topics of writing pieces to be connected to the 3 genres.
Nov-17	Nov-17	Instructional Cabinet will review progress with fall informational writing genre with team leaders and check writing status.
Dec-17	Dec-17	Teams identify based on NWEA and 3-8 Math data the targetted math skills for their grade level to be addressed in the math data cycles.
Jan-18	Jan-18	At Superintendents' Conference Day, instructional coach will present to staff on the topic of descriptive feedback and growth mindset. This will provide teachers with the rationale and foundational research with this strategy and goal.
Feb-18	Feb-18	Math cycle #1 will be completed by end of February. Pre and post data is collected.
Mar-18	Mar-18	Opinion writing cycle begins and data is collected.
Apr-18	Apr-18	Math cycle #2 will be completed by end of April. Pre and post data is collected.
May-18	May-18	Personal narrative writing cycle will be completed by end of May with data results reviewed by cabinet.

Tenet 5: Student Social and Emotional Developmental Health (RELATIONAL CAPACITY/COHERENCE)

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:	March, 2017
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	In 2016 it was recommended that School 12 focus on a social and emotional learning curriculum for students. Zones of Regulation and Second Step were implemented in 2016-17. A teacher survey (25 respondents) indicated that only half of teachers were implementing the agreed upon curriculum 2 x per week for 20 minutes. The school review in Spring 17 recommended that the school partner with local community agencies to address the mental health and social and emotional learning needs of students. Behavioral data was also examined to inform this tenet. 209 students were referred to the ATS room at least one time in the 2016-2017 school year. 39 students were referred to the ATS room multiple times in the 2016-2017 . This does not include buddy classrooms that were utilized for student removals. 31% of referrals were grade 7 students, while 26% were 4th grade students. 52% of student incidences occurred within the classroom, 22% were within the hallway, 8% in the cafeteria, 10 % on the playground. The high frequency behaviors were defiance and disrespect (38.5%), physical contact (38.5%) and classroom disruption (23.7%).
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of June 2018, 85% of the teachers will create a Reflection Zone in their classrooms as measured by the decrease in the number of students exiting or referred out of the classroom with a 40% reduction in the number of times a student exits from classrooms due to a behavioral referral.* Students will be identified and will go to the Social Emotional intervention Team. *Utilizing the classroom Reflection Zone and school wide Help Zone is not considered a removal for the purpose of measuring this goal because this is a proactive preventative measure.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Documents to review: office referrals, ATS visits, social worker referrals, and minutes of SWPBS team, RTI Social and Emotional Learning Team Minutes, walk through data for Classroom Climate (Danielson Domain 2) at least 85% of walk throughs will find classroom climate in "effective" rating according to the Danielson Rubric.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September, 2017	Sep-17	Presentation from PBS Team to share about Reflection Zone in each classroom in order to promote a consistent message. Share out about a log of when using Buddy Teacher. Professional learning will offer restorative language to utilize when addressing student behavior.
September, 2017	Jun-17	All 7th and 8th graders will have Advisory, 2 to 3 times a week for 40 minutes. Tier 1 instruction on the Respect Basics will be provided.
Oct-17	Oct-17	Establish a social and emotional intervention team for situations with students in order to track needs of students and offer research based interventions for students. Parents are an included part of the team and intervention planning for students.
Jan-18	Jan-18	PBS Team will revisit data and monitor progress toward meeting goal of 40% reduction in out of class referrals.
Feb-18	Mar-18	Mentor teachers/peer mentors will be identified for students with high risk markers to reduce negative behaviors through positive connections and supports. Parent education workshops will be offered on Respect Institute/Zones of Regulation/Second Step through PTA and first Fridays.
Apr-18	May-18	Results of mentor teachers/peer mentors will be reviewed and analyzed to determine effectiveness based on reduction in behaviors that may have resulted in a classroom removal.
Jun-18	Jun-18	Data will be reviewed and collected by social and emotional intervention team to monitor progress, develop summer care plans, and target supports for 18-19 school year.

Tenet 6: Family and Community Engagement- EQUITY!

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:	March, 2017
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	There was a Spring 2017 Parent Engagement survey was administered in English and in Spanish. There was a 20% significant response rate (over 200 surveys received). Areas identified in need of improvement included advance notification of events, timing of events, and transportation to and from events. 76% of respondents stated dates and times of events were not convenient for their families to participate. The majority of School #12 students live in the 19th Ward. The Genessee River is a geographic barrier that separates the neighborhood from the school making it difficult for non-neighborhood students to attend after school programming or functions. The PTA Executive Board and the school administration have combined efforts to create a strategic plan for parent engagement in response to the recommendation from the March 2017 District Led Review which stated we should develop a school wide parent and community engagement plan.
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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.	In order to promote equity, access, and excellence for all by advocating for all children, membership in the PTA will increase to a minimum of 200 parents and 80 faculty members. At least 50% of the staff will attend PTA evening events at least twice within the 2017-2018 school year as evidenced by staff sign in sheets. At least 60% of the staff will choose one digital communication method such as, See Saw, Class Dojo, Parent Connect, RCSDLink or similar method to provide families with real time updates and class news.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Number of teachers enrolled in PTA; # Teachers attending PTA Events; # of classrooms with at least 1 to 2 room parents; # classrooms using a mobile app or digital communication tool, staff attendance at PTA sponsored and Title I Funded 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.
Sep-17	Sep-17	Promote the PTA website via social media to increase FB membership. Increase teacher participation in PTA by (fall drive- September 5th, to get 100% teacher participation via membership) Recruiting 2 room parents per classroom; with at least one Spanish speaking parent in each homeroom whose responsibility will be to extend the PTA outreach to families; support parent engagement
October, 2017	October, 2017	Adding 3 PTA questions for the above 3 goals to the request for funds sheet -Promoting the PARP (Parents as Reading Partners)- School Wide at School #12 – form a committee -Ensure needs of all families are solicited and included in planning for events -See-Saw and parent communication access- See Saw- Send robocalls home in multiple languages (have students)
Nov-17	Nov-17	Self Assessment through School Climate Walk (See tool provided by KBW) to assess family access and school tone/environment
Dec-17	Jan-17	Access to all extracurricular and curricular programs for all students -Removing barriers to participation- (linguistic/financial/transportation) through; clearly articulating how to access interpreter, each one reach-one-Buddy/phone tree via room parents -Look at National PTA standards for Equity (and incorporate this HERE)