

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010033
School Name:	John James Audubon School No. 33

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

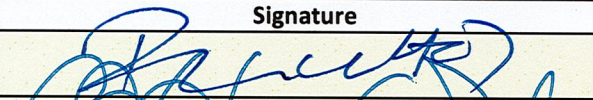
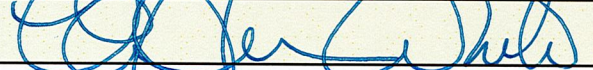
Contact Name	Larry Ellison	Title	Principal
Phone	585-482-9290	Email	larry.ellison@rcsdk12.org
Website for Published Plan	http://rcsdk12.org/Page/32728		

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 Leaders... Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
September 11, 2017	Room B310	12-Feb-18	Room B310
October 16, 2017	Room B310	12-Mar-18	Room B310
November 13, 2017	Room B310	16-Apr-18	Room B310
December 11, 2017	Room B310	14-May-18	Room B310
January 8, 2018	Room B310	11-Jun-18	Room B310

Name	Title / Organization	Signature
Amy Pickett	Teacher	<i>Amy Pickett</i>
Vanessa Brumaghim	Teacher	<i>Vanessa Brumaghim</i>
Michelle Fayett	Teacher	<i>Michelle Fayett</i>
Valerie Dingman	Teacher	<i>Valerie Dingman</i>
Jennifer Barrett	Teacher	<i>Jennifer Barrett</i>
Eric Bolzner	Teacher	<i>Eric Bolzner</i>
Andrea Foos	Teacher	<i>Andrea Foos</i>
Mai Lan Nguyen	Teacher	<i>Mai Lan Nguyen</i>
Angelique DeLorme	Teacher	<i>Angelique DeLorme</i>
Stephanie Smith	Teacher	<i>Stephanie Smith</i>
Fabian Serventi	Teacher	<i>Fabian Serventi</i>
Rebecca Nagar	Teacher	<i>Rebecca Nagar</i>
Leticia Ontiveros	Teacher	<i>Leticia Ontiveros</i>
Mark Phinney	Teacher	<i>Mark Phinney</i>
Deborah Lyon	Librarian	<i>Deborah Lyon</i>
Kristin Sampson	Psychologist	<i>Kristin Sampson</i>
Andrea Gorkin	Paraprofessional	<i>Andrea Gorkin</i>
Loretta Cross	Parent	<i>Loretta Cross</i>
Doreen Young	Parent	<i>Doreen Young</i>
Yohana Gonzalez	Parent	<i>Yohana Gonzalez</i>
Robert Moses	Community	<i>Robert Moses</i>
Margaret Brazwell	Assistant Principal	<i>Margaret Brazwell</i>
Joan Arthur	Assistant Principal	<i>Joan Arthur</i>
Theodora Waters	Assistant Principal	<i>Theodora Waters</i>
Kathie Mykins	Assistant Principal	<i>Kathie Mykins</i>
Katie Yarlett	Assistant Principal	<i>Katie Yarlett</i>
Larry Ellison	Principal	<i>Larry Ellison</i>

School Information Sheet

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

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

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

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective

	Limited English Proficient		
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SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Implementation of the grades 1-2 walk to intervention has targeted specific skills for student learning. Teachers worked collaboratively to review the data and group children with similar needs. This involved the staff co-planning and meeting regularly, including weekly grade-level meetings to assure student growth occurred and planning was complete. Grades 3-6 provides intervention to strengthen students' skills via EnCompass and SAS supports. Weekly grade level meetings with a focus on student engagement, differentiation of instruction, inquiry based questions, planning for results, and implementing Common Core

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

The school leaders have taken specific data via grade level, targeted it specifically for the child and then designed student-centered instruction for improved outcomes. The District also has declared that NWEA will be the "Benchmark" for measuring growth.

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

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

Implementation of the CCLS and curriculum; Support of the reading on grade level by third grade initiative through the summer reading program and summer

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

School needs to be: 1) staffed with appropriate human resources on or before July 1st; 2) provided with adequate funds for instructional resources; 3) allotted time for professional development to address differentiated instruction and higher order questioning.

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

The mission of the school is to educate all students to their highest levels of performance, in effectively managed learning environments that are safe, productive, inclusive, and student-centered, in collaboration with families and community partners. The relationship between the mission and the needs of the school as both seek to have quality learners in this life long journey.

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

Students in grades 3-6 will increase proficiency by 10% in ELA & Math on the NYS ELA and Math Exams by the end of the school year; Increase average daily attendance in grades k-6 to 91.0%; Decrease office disciplinary referral rate in grades k-6 by at least 10%.

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

School structures that are in place that support strategic implementation of the mission are: SBPT, Leadership Team, Grade Level Teams, Administrative Team, Dual language Council, Health and Wellness Team, SWPBS Team, Parent-Teacher Organization, and Community Partners.

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

School staffing in a timely manner is not in place; Adequate funds for curriculum, supplies and other resources; Limited common planning time and resources among teachers in grades K-6 needed to plan and implement the Common Core Curriculum; Scheduling and providing professional development opportunities that will allow for teachers K-6 to attend and interact to achieve the common goals.

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

Contractually, professional development is not mandatory. Teachers will be provided with an incentive to attend district-wide professional development

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

1) Staff meetings; 2) SBPT meetings; 3) PTA meetings; 4) Community Partnership Meetings; 5) Weekly bulletin; 5) School webpage; 6) Robo calls; 7) School conferences; 8) Home visits; 9) School assemblies; 10) Correspondence to parents.

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

School webpage; Copies available in the parent room and community library; Copies available upon request of parents

- 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.

The transition plans to assist preschool children from early childhood programs include, but not limited to: aligning the High Scope Curriculum to the Common Core Curriculum; conducting on-site pre-k/k registration days for parents; visiting kindergarten classrooms; hosting the District pre-k to k transition event with parents; providing early intervention services; attending school-wide events; using technology; participating in school and city libraries. Implement pre-k RAMP UP

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.

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

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

Priority Schools: Whole School Reform Model

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

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

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

1. New School Design and Educational Plan

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

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

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

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

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

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

2. Organizational Plan

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

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

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

Priority Schools: Whole School Reform Model

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

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

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

- ☐ Review of elements of whole school reform model with SBPT in Spring 2016.
- ☐ Board of Education is researching and considering parameters for partners and innovative ideas to school improvement in Spring 2016. This work includes defining the District's approach to community schools model.
- ☐ District supports, school leaders and SBPTs collaborate to lay the groundwork for SIG applications – Spring and Summer 2016.
- ☐ Upon release of SIG Request for Proposals (RFP), District supports will work with SBPTs to develop strong applications, which whether funded or not, become the basis for the whole school approach by the 17-18 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

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

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

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

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

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

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

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

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

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

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

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	Y		Y		
Student Average Daily Attendance					Y
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				Y	Y
Student Discipline Referrals				Y	Y
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"		Y			
Teacher Attendance at Professional Development		Y			
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					Y

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	Jan-17
B2. DTSDE Review Type:	IIT-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.	The school leader with the assistance of administrators, and instructional coach should conduct a time study to determine the extent to which teachers are adhering to lesson time frames as indicated on the master schedule and jecture points in the pacing guidelines; and to provide feedback to grade level teachers to revisit expectations and develop a monitoring schedule as suggested by the IIT Review Team (January 2017).
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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 #1-100% of the classroom teachers will be issued pacing charts for the ELA and math curriculums for both short and long term planning; meetings will occur with the school leader (designee) quarterly to determine the level of implementation during the 2017-2018 school year. Goal #2-Student proficiency on ELA and math tests will increase by 10% by the end of the 2017-2018 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Master schedules; ELA and math curriculum pacing charts ; Plan Books; Common Core Curriculum; NYS ELA and Math test results

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/6/2017	9/15/2017	School leaders provide copies of the ELA and math pacing charts to classroom teachers in the first week of teaching the curriculums.
9/30/2017	6/21/2018	School leaders collect and review teachers' plan books quarterly.
9/30/2017	6/21/2018	School leaders conference with teacher at least quarterly to discuss progress in adhering to the master schedule.
9/6/2017	6/21/2018	School leaders conference with teachers at least quarterly to discuss the progress regarding adhering to the ELA and math pacing guidelines.
9/6/2017	6/21/2018	School leaders to progress monitor monthly the level of teachers implementing the common core curriculum to students.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	Jan-17
B2. DTSDE Review Type:	IIT-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.	The school leader with the assistance of administrators, content area directors, and teachers should ensure that all teachers plan modified instructional strategies or learning tasks so that all students achieve the lesson's learning objective or 'I can' statement in ELA and math. Plans will include distinctive modifications for three groups of learners--those working at below, approaching or at, or above grade level expectations. Each plan should also include one higher-order question for each group as suggested by the IIT-Led Review Team (January 2017).
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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.	Plan books will be collected quarterly for 100% of teachers (k-6) to monitor learning targets (I can statements) in the ELA and math curriculums and to monitor at least one higher-order thinking question per student group during the 2017-2018 school year.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Lesson plans; Informal/Walk Through Observations
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/6/2017	9/30/2017	Teachers attend a voluntary APPR meeting about expectations regarding observations and lesson plan presented by school leaders.
9/6/2017	9/30/2017	School leaders provide teachers with the first week expectations regarding elements of a lesson plan agreed to by the SBPT.
9/6/2016	6/21/2018	School leaders Collect and review teachers' plan books quarterly for evidence of critical planning components: learning targets, student groupings, resources, and closure/assessment.
9/6/2017	6/21/2018	Teachers implement the common core curriculum with students daily.
9/6/2017	6/21/2018	School leaders conduct at least one cycle of informal/walk through teacher observations per month.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	Jan-17
B2. DTSDE Review Type:	IIT-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.	The school leader with the assistance of administrators, and teacher leaders should ensure that all lessons include the writing of the learning target as an "I can" statement in student-friendly, age appropriate language, to be articulated to students at the beginning of lessons using the language of "What are we learning today?" The teacher should then add at least one success criteria, or "What I'm looking for" expectation. The teachers should use each lesson closure to refer back to the learning target and to share student success as suggested by the IIT-Led Review Team (January 2017).
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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.	Plan books will be collected quarterly from 100% of teachers (k-6) to monitor learning targets in the ELA and math, and evidence of one success measure in lesson closure during the 2017-2018 school year.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Lesson plans; Informal/Walk Through Observations
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/6/2017	6/21/2018	Teachers complete weekly lesson plans which include evidence of learning targets, student groupings, resources, and lesson closure/assessment in ELA and math.
9/1/2016	6/22/2017	School leaders collect and review plan books quarterly and provide feedback regarding the level of implementation of learning targets, student success, and lesson closure.
9/1/2016	6/22/2017	School leaders conduct at least one cycle of informal/walk through teacher observations per month.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	Jan-17
B2. DTSDE Review Type:	IIT-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.	The school leader along with the support of other administrators and student support team should collect SOAR data from classroom charts and office disciplinary referrals. The data should be analyzed and evaluated in line with the school's discipline referral data, seeking to identify patterns and trends that should be shared with teachers, students, and parents as suggested by the IIT Review Team (January 2017).
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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.	Increase students' time on task by decreasing the number of office disciplinary referrals (593) in grades k-6 by 10% as measured by the office disciplinary report at the end of the 207-2018 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Classroom SOAR Data Chart; Office Disciplinary Referrals Report

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/6/2017	9/30/2017	Teachers establish and implement rituals and routines in classrooms daily for purposes of keeping students on task to maximize instructional time.
9/6/2017	6/21/2018	Teachers implement SWPBS protocols daily in classroom, hallway, stairwell, and cafeteria to monitor student behavior that leads to reducing the number of disciplinary referrals to the office.
9/6/2016	6/21/2018	School leaders will use the Nurturing Education Student Transitions (NEST) room (also known as ATS/ISS room and Cool Down room) on a daily basis as needed to reduce the number of classroom interruptions and out-of-school suspensions.
9/15/2017	6/21/2018	Teacher leaders and administrators meet bi-weekly to enhance the school climate and build relationships that focus on positive peer relationships and recognition of student behavior.
9/30/2017	6/21/2018	Teachers complete SOAR data form that identifies students who displayed appropriate behavior and submit the form monthly to the supervising administrator.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	Jan-17
B2. DTSDE Review Type:	IIT-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.	The school leaders, with the assistance of the administrators and the parent liaison should create an attendance data wall in school's lobby to display each month's attendance data by grade. The chart should show an aspirational or district goal and school goal for each grade as suggested by the IIT Review Team (January 2017).
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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.	Students in grades k-6 will demonstrate a 91% attendance rate as measured by attendance reports during the 2017-2018 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance Report

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/6/2017	9/15/2017	School leaders explain the purpose of the hallway attendance posters to staff first week of school staff and parents; staff and parents explain attendance posters to students.
9/30/2017	6/21/2018	School leaders create attendance poster; post in the hallways outside of the Main and ECU offices; update attendance information monthly.
9/30/2017	6/21/2018	School leaders issue attendance incentives by semester to students attending school at least with a rate of 91%.
9/30/2017	6/21/2018	School leaders issue attendance incentives to parents by semester for sending their child to school with at least a 91% attendance rate.
9/30/2017	6/21/2018	School personnel contact parents' home (phone, letter, home visit) about attendance concerns as the need occurs.