LEA Name:	
LEA BEDS Code:	
School Name:	Edison High School

ENTER DATA INTO ALL YELLOW CELLS.

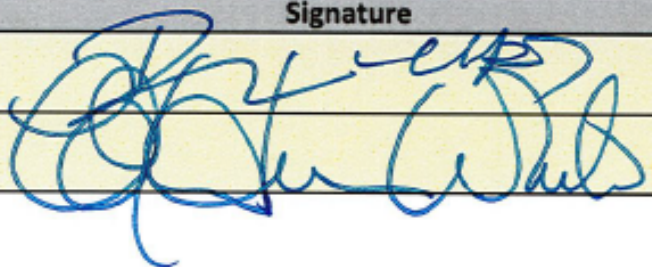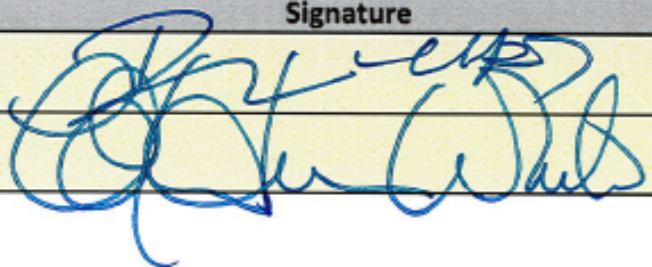# 2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	WalterLarkin Jr.	Title	Principal
Phone	585-324-9700	Email	Walter.Larkin@RCSDK12.ORG
Website for Published Plan			

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	10-26-17

Statement of Assurances

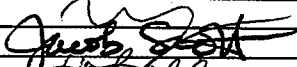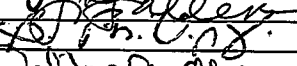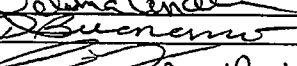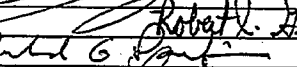**By signing this document, the Local Education Agency certifies that:**
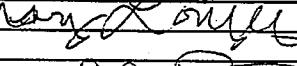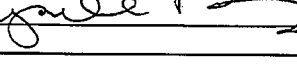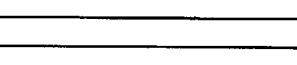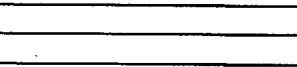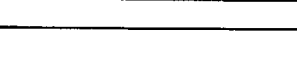
x	1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

x	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.

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

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

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

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

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
Aug. 24	School 45		
Aug. 25	Edison		
Sept. 1st	Edison		
Sept. 7th	Edison		
Sept. 12th	Edison		

Name	Title / Organization	Signature
Walter Larkin Jr	Principal/SBPT	
Jacob Scott	Vice Principal	*(signature)*
Latresha Fuller	Director of P-Tech	*(signature)*
Babette Phillips	Academy Director/SBPT	*(signature)*
Delishia Anderson	Assistant Principal	*(signature)*
Pina Buonomo	Assistant Principal	*(signature)*
Adam Rodger	Assistant Principal	
Robert Goldsberry	Academy Director	*Robert L. Goldsberry*
Rich Paufler	Student Support Services	*Rich G Pauf*
Mary LoveJoy	Parent Liason	*Mary Lovll*
Lisa Taylor	Parent Liason	
Cynthia Bermudez	Parent Liason.	*(signature)*

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.)
x	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.)
x	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.)
x	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.)
x	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.)
x	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
x	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).

Although our overall suspensions indicate an increase of only 3%,, our long term suspensions decreased by 24%. We attribute that to the increased social emotional supprts available to our students

• 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.

After midyear regents exams, we increased during the school day review classes. We added support to prepare students for the employability assessment. This directly imapcted on our graduation rate.

In developing the CURRENT YEAR'S plan:

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

develop personalized instruction which increases student engagement and restorative

practices

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

professional learning for staff in the area of differentiation and student engagement. Walkthrough through tool to capture data in domain 2 and 3

• 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

At Edison, all stakeholders will know, respect and support each other. They will engage in problem-solving activites, model lifelong learning and give a purpose to the learning. Through restorative practices, our staff and students will engage in relationship building activites and problem solving strategies. Differentating student learning on a personalized level will bring the learning to life in a meaningful way.

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

Increase of student attendance for entire school by 5%; 10% increase of RCSD 4 year graduation rate;

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

Master Schedule has been devised to include embedded common planning time for all department . Departments are able to devlop lessons based on data from common assessments. School Support Center connects student to agency for social-emotional support. The help Zone allows student to revisit how they handle situations and restore relationships

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

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

Staff will have the opportunity to enhance and improve on their restorative practices throughout the year with the assistance from PiRi. Professional learning on personalized instruction and student engagment will be provided during our 1/2 days with the assistance of our instuctional coaches

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

Edison is revamping their website for all stakeholders. The New Edison Catalog is distributed to all families at orientation and open house. Each cohort team has scheduled academic review meetings with students and families. Communcations will be in mutilple forms including: Webpage, emails, robo calls and mailings.

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

School website, main office, home school assistants and each cohort office

• **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.**

n/a

Re-Identified Focus Schools

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

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

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

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

3. How will the school continue to monitor and make adjustments to implementation?

Priority Schools: Whole School Reform Model
(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

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

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

1. New School Design and Educational Plan

A. Curriculum and Instruction: **Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 16-17 plan.**

B. Professional Development: **Provide an update on the coherent framework for professional development described in the 2016-17 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.**

C. Use of Time: **Provide an update on the daily calendar and schedule as described in the 2016-17 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration.**

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

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2016-17 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

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

2. Organizational Plan

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

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2016-17 plan.

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

Priority Schools: Whole School Reform Model
(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at http://www.p12.nysed.gov/oisr/. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full

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

1. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

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

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

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

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

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

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

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

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

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

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

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	y	y	y		
Student Average Daily Attendance	y	y	y	y	y
Student Drop-Out Rate				y	y
Student Credit Accruals (HS Students)	y	y	y		y
Student Completion of Advanced Coursework	y	y	y		y
Student Suspension Rate (Short-Term / Long-Term)	y			y	y
Student Discipline Referrals	y	y	y	y	y
Student Truancy Rate	y	y	y	y	y
Student Performance on January Regents Exams	y	y	y		y
Student Participation in ELT Opportunities		y	y		y
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate	y				
Teachers Rated as "Effective" and "Highly Effective"	y	y	y		
Teacher Attendance at Professional Development	y	y	y		
Parent Attendance at Workshops	y			y	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:	March 16-17, 2017
B2. DTSDE Review Type:	State Ed Depart, Integrated Intevention Team (IIT) : Priority school

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.	According to the DTSDE review team and historical data, only 25% of classrooms observed showed evidence of higher order thinking skills (rigor), thus core, technical and elective teachers will need to participate in PD using the backwards design to develop the scope and sequence for English III, Algebra I, Living Environment, and Global II that includes appropriate activities and practice, specific goals, common assessments and strategic non-negotiables as framed and monitored by a consistent school-wide walk through tool to collect data and specific/written feedback to teachers that focuses on student learning/outcomes at increasingly higher levels by vertical/horizontal teams, SBPT and the leadership team.

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 December of 2018, 80% of core, all teachers and admin will work collaboratively in PD using the backwards design to identify and develop relevant and appropriate activities and practice that include the scope and sequence for English III, Algebra I, Living Environment, and Global II that includes common assessments and strategic non-negotiables, develop a walk-through tool and schedule that establishes routine classroom visits and results in specific written feedback to teachers based on review of all data collected to plan school-wide and individual teachers next steps to improve student learning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Credit Accruals (HS Students) Student Completion of Advanced Coursework

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	December, 2017	Through schedule team meetings, SBPT, Admin Team, CTE Pathways and vertical/horizontal grade level and core teams will revisit mission and vision to assess relevancy, alignment, implementation and communication plan as it aligns to the school's priority of developing relevant, rigorous, grade level appropriate student activities and instructional practices.
September, 2017	October, 2017	Through schedule team meetings, SBPT, Admin Team, CTE Pathways and vertical/horizontal grade level and core teams will establish school-wide calendar of aligned data-driven systems of instructional support and monitoring of strategic student outcomes to evaluate relevant, rigorous, grade level appropriate student activities and instructional practices.
September, 2017	October, 2017	Through schedule team meetings, develop scope and sequence with documented set of doable non-negotiable benchmarks regarding relevant, rigorous, grade level appropriate student activities and instructional practices. inclusive of core for each CTE pathways and subject areas as tracked and monitored by SBPT, Admin Team, CTE Pathways, and vertical and horizontal grade level and core teams.
September, 2017	November, 2017	Through schedule team meetings, SBPT, Admin Team, CTE Pathways and vertical/horizontal grade level and core teams will develop a strategic/specific professional development plan aligned with the school's identified areas of opportunties (problem of practice) with support of Bank Street team to support teacher development of relevant, rigorous, grade level appropriate student activities and instructional practices.
September, 2017	November, 2017	Through schedule team meetings, SBPT, Admin Team, CTE Pathways and vertical/horizontal grade level and core teams develop school-wide walk through tool/rubric to determine level of implementation and effectiveness of relevant, rigorous, grade level appropriate student activities and instructional practices as designed and implemented by the teachers.

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:	March 16-17, 2017
B2. DTSDE Review Type:	State Ed Depart, Integrated Intevention Team (IIT) : Priority school

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.	According to the DTSDE report in March 2017, teachers generally planned the same work for all studenst and instructed the whole class without adaption to student needs. Students did not have the opportunity to engage and learn from each other.

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 Jan. 2018, 30% of classrooms will demonstrate evidenrce of intergation of differentiated instruction based on rigous personalized learning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Weekly walkthroughs from the administrative teams that focusses on the lesson plan addressing 1b (demonstrating Knowledge of students) and 1e (Designing Coherent Instruction) from 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.
Oct.2017	Nov-17	Professional learning on personalized instruction
Oct-17	Nov-17	Development of walkthrough schedule to monitor daily lesson plans: Admin
jan. 2018	Jun-18	monitoring of lesson plans :

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:	March 16-17, 2017
B2. DTSDE Review Type:	State Ed Depart, Integrated Intevention Team (IIT) : Priority school

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.	According to the DTSDE review, few classes differeintiated instuction based on individual student needs, therefore causing low active student engagement and learning. Instruction was primarily whole group direct teaching with little to no evidence of data to support student grouping and choice of activities.

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 Jan. 2018, 50% of the lesson observed will show evidence of active students engagement as demonstrated through 3c from the Danielson Rubric.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	data collected from the walk through tool to determine student engagement

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.
	Sept. 2017	develop school wide walk through tool: ITT and school base
	Oct. 2017	Admin Walk through to gather data (Leading indicators..) visit every teacher at least once : Admin team develop schedule
	Nov. 2017	share data with staff
	Dec.-Jan. 2018	Embedded professional learning for staff members (admin and teachers) during common planning time on Differentiate Instruction. .. All staff members and OPL coaches. Admin and SBTP plan logistics.
	Jan 2018-Mar. 2018	Admin Walk through to gather data (Leading indicators..) visit every teacher at least once : Admin team develop schedule
	Apr-18	Share data results with staff

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:	March 16-17, 2017
B2. DTSDE Review Type:	State Ed Depart, Integrated Intevention Team (IIT) : Priority school

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.	Per the DTSDE, the school does not have a school - wide approach or curriculum for student social and emotional developmental health. Restorative practice need to be implemented on a school-wide level

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 Jan. 2018, Edison will be educated on the comprehensive system to collect, coordinate and analyze data regarding behavior and socio-emotional concerns that is genrerated through powerschool and student support center. An increase of 20% of the student population will be utilizing the health center and student support services. 50% of the staff will implement aspects of restorative practices in their regular practices.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Drop-Out Rate Student Suspension Rate (Short-Term / Long-Term)

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.
Sept	Oct-17	Student Support Services will have a brochure of all available resources for Edison students and familes to share with all stakeholders
Oct-17	Dec. 2017	All staff members will be trained in restorative practices
18-Jan	18-Jun	Restorative practices are observed in cohort offices and classes during operational and academic walkthroughs

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:	March 16-17, 2017
B2. DTSDE Review Type:	State Ed Depart, Integrated Intevention Team (IIT) : Priority school

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.	Due to the most current DTSDE review, it was determined that the school needed to develop a system to foster a partenrship between families and school to share in the responsibility to support students academically and socially.

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 Jan. 2018, 5% of the Edison families will paricipate in quartly Professional learning opportunitues.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Drop-Out Rate Student Credit Accruals (HS Students)

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 <u>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.</u>
Oct. 2017	Nov. 2017	SBPT will develop a survey to send to families regarding professional learning they are interested in taking. SBPT
Oct. 2017	Nov. 2017	SBPT will send out a survey monkey to parents and also mail a survey, and orientation.... SBPT and Parent Liason
Oct. 2017	Jun. 2018	develop and implement quarterly professional learning based on Survey results