LEA Name:	RCSD
LEA BEDS Code:	261600010054
School Name:	Flower City School #54

ENTER DATA INTO ALL YELLOW CELLS.

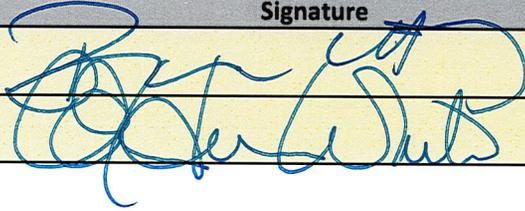# 2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Lessie Hamilton-Rose	Title	Principal
Phone	585-254-2847	Email	Lessie.hamilton-Rose@rcsdk12.org
Website for Published Plan	http://www.rcsdk12.org/Page/37769		

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

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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)
August 24, 2017	#45 School		
August 31, 2017	#54 School		
September 14, 2017	#54 School		

Name	Title / Organization	Signature
Lessie Hamilton-Rose	Principal	*Lessie Hamilton-Rose*
Dr. Josephine Mayfield	Assistant Principal	*Dr. Josephine Mayfield*
Woodrow Hammond	Educational Consultant	*Woodrow Hammond (JM)*
Andrea Alston	Grade 2 SLP	*Andrea Alston*
Deborah Gallant	Grade 1 SLP	*Deborah Gallant*
Olivia Smith	Grade 3	*O. A. Smith* Absent
Elizabeth Escobar	Grade 4	
Tylynn Presha	Parent Liaison	*Tylynn Presha*
Bobbi Willis	Parent	*Bobbi Willis / JM*

School Information Sheet

School Information Sheet								
Grade Configuration	K-6	Total Student Enrollment	437	% 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).**

• **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.**

In developing the CURRENT YEAR'S plan:

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

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

• **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**

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

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

• **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.**

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

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

• 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.

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?

Looking at the data to reflect instructional practice

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.

Teachers and students will track and monitor data to set learning goals and create student data binders to keep parents informed.

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

In May 2018 parents will be invited to partake in student led conferences and share their experience both in person and by survey as school #54 moves forward with increasing parent engagement and student achievment.

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		x	x		
Student Average Daily Attendance	x	x	x		
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				x	
Student Discipline Referrals				x	
Student Truancy Rate	x			x	
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate	x				
Teachers Rated as "Effective" and "Highly Effective"	x	x	x	x	x
Teacher Attendance at Professional Development		x	x	x	x
Parent Attendance at Workshops					x
Parent Participation in District/School Surveys					x

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. Implementing the
B1. Most Recent DTSDE Review Date:	January 11-13, 2017
B2. DTSDE Review Type:	IIT

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.	Contigent on a detailed assessment of needs to all stakeholders create SMART goals reflective of these findings. Strategies and activities would include: targeted professional development opportunities (scheduled) educationally scheduled focus walks and groups, clear articulation of instructional goals, ongoing reviews and feedback.

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.	Beginning in October 2017, all teachers and instructional support staff will meet on weekly or biweekly basis to plan, review, modify and implement instructional strategies as defined by our SCEP. The expectation is that no less than 70% of this group will participate. Discussions, review assessments and feedback will be provided monthly. Contingent on this data from this process appropriate instructional strategies will be created for applications.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goals.	With a focus on rituals and routines taking place in September, 2017, we will establish our yearly instructional agenda based on our SMART goals. Agenda driven grade level meetings will occur weekly. To assist with effective instructional planning, the following activities will be made available; creation of data walls, student data binders, ongoing communication to our parents, and expansion of our community partnerships.

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	June, 2018	Rituals and routines, the entire school will focus on classroom and school-wide proceedures.

September, 2017	June, 2018	Artifact created to notify staff of monthly grade level instructional topics. Calendar to mark PD dates, focus walks and monthly target goals.
September, 2017	June, 2018	Administrators will facilitate PD on Superintendent's day on Data Notebooks regarding content, goals and usage.
September, 2017	June, 2018	Administrators will share focus walk calendar with specific elements for school staff.
September, 2017	June, 2018	Grade level team meetings and vertical team meetings will utilize feedback from focus walks to modify their instruction
October, 2017	June, 2018	Students will use their student data binders to conduct student led conferences at least twice a year.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: As we review the district's core values of Equity, Relational capacity, Innovation, Coherence, and Accountability (ERICA), the school will incorporate these values to allign with methods, practices and techniques necessary to accompany the current rigorous and
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	IIT

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.	School leaders will schedule, monitor and attend weekly grade level meetings. Grade level meetings will focus on monthly reviews of student data, daily learning targets and how the learning targets align with the standards and formative assessments. Teachers will include all of these elements in their lesson plans to monitor student progress.

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 January 2017, 60% of all teaching staff will utilize lesson plan elements that incorporate learning targets, formative assessment, data and CCLS. This will be measured by conducting peer focus walks and administrative monthly reviews.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Artifact that collects information from common planning time meetings. Actual lesson plans indicating data, standards and formative assessment are visable and available for warm and cool feedback.

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date: Identify the projected end date for each activity.**	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be**
		Teachers will use the data gathered to create lesson plans that align with increasing student achievement, engage in vertical teaching and provide feedback and differentiation.
		Administration and or coach will provide templates for lesson plan design
		Coach will provide backward design models to help teachers navigate lesson design
		The data generated from LASW Protocol used during Common Planning Time with classroom teachers and coach will provide teachers with clear learning targets to help students achieve academic success.

		Teachers will gather student data in individual student data binders which reflect growth on Lexia, Compass, CCLS and varied assessments. Student Data Binders should be readily accessible in the classroom.

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
B1. Most Recent DTSDE Review Date:	January 11-13, 2017
B2. DTSDE Review Type:	IIT

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.	Create monthly focus walks that allow all stakeholders to participate and share-out findings. Each team would establish a classroom visitation schedule that is non-evaluative in order for teachers to share effective instructional strategies focused on: Student data, higher level questioning, student engagement, classroom behavioral systems and differentiation. The information generated from this protocol will be used for timely feedback for the entire staff to reflect and set PD plans.

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 March 2018, 25% of classroom teachers will participate in at least one focused learning walk during the 2017-2018 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Create monthly classroom visit schedule. Create Classroom visitation protocol. Schedule time for the team to meet and share findings, provide data and a template to share information gathered for the entire staff.

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	June, 2018	Administrators will create a site visitation schedule for teachers interested in non-evaluative peer learning walks in their colleague's classrooms.
September, 2017	June, 2018	Teachers will sign up to partake in a focus walk

September, 2017	June, 2018	Administration will provide coverage for teachers during the focus walk if possible.
September, 2017	June, 2018	Before conducting a focus walk the teacher team will discuss the goal and data to be collected.

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
B1. Most Recent DTSDE Review Date:	January 11-13, 2017
B2. DTSDE Review Type:	IIT

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.	Consistently implement a research based building-wide system where all students are recognized and their social-emotional health is supported; evaluate current programs in order to determine which will be implemented with fidelity and which will be abandoned. Formal input for this decision will be received form all stakeholders via surveys; SBPT with the administrators will make recommendations for

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.	70% of teaching staff will receive Restorative Justice training which will result in a projective decrease of behavioral referrals by 50%. This will be measured through ESS referral data in concert with staff.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Administration will send out surveys quarterly for teachers to share the number of students participating in character counts celebrations and share results with SBPT in Sept. and Jan. For review, monitor effectiveness and make adjustments.

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	June, 2018	Surveys will be used twice a year to capture staff participation in Character Counts and shared with SBPT for further recommendations.
September, 2017	June, 2018	Opportunities for Restorative Justice Training will be turnkeyed throughout the 2016-17 school year.
September, 2017	June, 2018	Student data binders will include goal setting activities for the 6 Pillars of Character.

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
B1. Most Recent DTSDE Review Date:	January 11-13, 2017
B2. DTSDE Review Type:	IIT

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.	Develop and implement a system that recruits, trains, and supports parents and community partnerships that will focus on students' academic and social-emotional health; teachers will be included in these professional development opportunities.

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.	35% of the parents at school #54 will partake in school-wide professional development and or evening events designed to build a culture of partnerships with families and community members. This will be measured through parent feedback surveys detailing key components of the schools mission statement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Communication Vehicles: Student Data Binders will be used as a three way point of contact among students, teachers and parents. In addition, Student agendas/Planners/Classroom Newsletters/Robo Calls/ Flyers and several evening events etc.. will facilitate contact among students, teachers and parents. The School Leader will solicit best practices from teachers that have

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>
September, 2017	June, 2018	Classroom teachers will create a section in student data binder for social emotional growth ie: character counts.
September, 2017	June, 2018	The Parent Liaison and PTSO President will create surveys to be administered during school-wide activities.
September, 2017	June, 2018	The Parent Liaison and PTSO President will have a table for open recruitment of parents for the PTSO.
September, 2017	June, 2018	The classroom teacher will send the student planner's home daily with communication for the parents.

September, 2017	June, 2018	The classroom teacher will utilize student data binders to drive student led conferences.
September, 2017	June, 2018	Student Data Binders will be utilized school wide as a communication vehicle to support student academic progress and social-emotional growth between parent's students and teachers.
September, 2017	June, 2018	Restorative Justice Training/Training for parents and staff
September, 2017	June, 2018	Code of conduct review with teachers, parents and students
September, 2017	June, 2018	Classroom teachers will communicate academic targets to parents with monthly classroom newsletters.