LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	Charles Carroll School No. 46

ENTER DATA INTO ALL YELLOW CELLS.
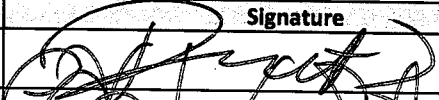
2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	T'Hani Pantoja	Title	Principal
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Website for Published Plan	www.rcsdk12.org		

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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	31-Jul-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	31-Jul-18

WORKING DOCUMENT
18-19

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) . |

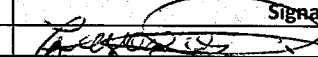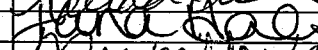| X | 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |

| 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. |
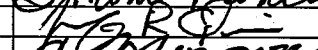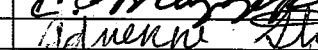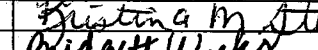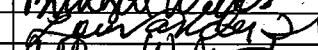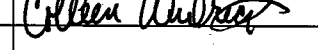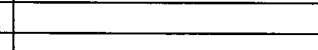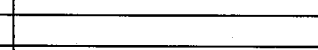
School Leadership Team

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)
Suppot Team	School No. 46	Jun-18	
Parent Meeting	School No. 46	13-Jun-18	
Support Team	School No. 46	13-Jun-18	
School Climate Team	School No. 46	18-Jun-18	
SBPT/Building Committee Meeting	School No. 46	18-Jun-18	

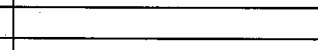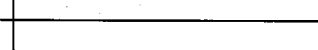| Name	Title / Organization	Signature
D'Arienzo, Zenovia	Parent	
Franciosa Michael	Prevention Intervention - Teacher	
Garcia, Aleida	BENTE .	
Halsey, Jana	Parent	
Hicks Michelle	Parent	
Pantoja T'Hani	Principal - Administrator	
Quinn Jennifer	Grade 5 - Teacher	
Mezzoprete Caroline	Grade 3 - Teacher	
Steflik Adrienne	Assistant Principal - Administrator	
Storrin Kristina	Special Education Teacher - Teacher	
Weeks Bridgett	Special Education Teacher - Teacher	
Welch, Louvander	RAP	
Widrick Colleen	Special Education Teacher - Teacher	

1

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:

Directions: Respond to the first six questions by entering an "X" into the most appropriate yellow cell in Column B

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.)
X	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.)
X	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.)
X	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.)
X	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.)
X	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).**

School wide focus K-6 in writing that included participation of all students and staff. This year we refined our process for writing higher level questions to mirror the New York State exam requirements for extended responses. Staff were able to use common rubric language and develop protocols for common writing assessment. We crafted an opportunity for continual feedback during our What I Need (WIN) time.   We also achieved major gains in reducing infractions for 29% our Black and African American females.

• **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.**

All grades aligned the NYS Common Core ELA curriculum with the Tenets of the 6+1 Writing Traits.   This was our third year of implementation and teachers discovered that the benchmark assessments needed refinement. During our half day sessions, teachers worked to develop more aligned higher level questions. These mirrored the New York State extended questions.   This has supported the initiative in the District of reading by 3rd grade which we will continue into the current school year's plan. This year we also altered the reading teacher's schedule to better meet the needs of the students. The state's recommendations to begin work on higher level questioning and responding in writing was instrumental in engaging our staff in dialogue about rigor and cognitive demand. We have begun to institute a differentiated professional development plan which includes professional learning on feedback, rigor and relevance, higher level questioning and cognitive demand. In addition, administrators implemented a walk through protocol which included non-evaluative actionable feedback. This practice will be continued this upcoming year. As we refine our process for responding to all students' needs and stay within contractual provisions we must continue to establish comprehensive data review protocols to ensure all students are making adequate growth.

In developing the CURRENT YEAR'S plan:

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

 -Cultural diversity, trauma informed care, technology
-Service providers become more involved and have shared accountablity for MTSS
-Teachers will create a system of conferencing and feedback for ELA that can be shared and tracked in writing
-School Climate Support Team will be established to meet monthly to manage, analyze data and make alterations in programming
-PBS oversight continues with the assistance of the School Climate support team
-Family engagement opportunities each month
-Monthly videos for parents regarding supporting their children   -
Evaluation of RTI plans and alterations made when gains are not realized

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

-School leaders will provide actionable feedback especially in the areas of writing conferencing, rigor, relevance, and engagement

-Rigor, relevance, and higher levels of questioning

-Strategies and structures needed for behavioral support to become part of MTSS

-Clarification of Student Support Services Team

-Need for students to set improvement goals in writing

-Improved system of feedback

• **State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.**

The school will focus on refining the MTSS framework to ensure adequate monthly progress for all students and increased student engagement. Student engagement will be increased through school wide implementation of the integrated arts program and technology. Common assessments centered around higher order thinking questions mirroring the state assessments will be used in four ways to influence the framework. First, writing will be tracked to determine adequate monthly growth of all students. Second, student responses to the common assessments will be analyzed by teachers to influence Tier 1 instruction. Thirdly, students will increase their ownership of learning through conferencing with their teachers on the responses. Finally, all data collected will influence a differentiated professional learning plan for all staff.

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

-Student engagement and relevance
-Higher order thinking
-Writing
-Student engagement and relevance

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

We review data in 5 week cycles and review action items in our robust Multi-Tiered System of Support. This was acknowledged in the 2016-2017 State Review and is identified in our extensive ELT schedule. This year, by adding prevention intervention teachers and service providers and reviewing our intervention planning protocols, we can provide strategic support in developing intervention plans that meet the individual needs of all students. In addition, the administrators have also created a comprehensive strategy for formal and non-evaluative feedback opportunities which include providing actionable feedback. Teachers have established common planning time and autonomy to invite service providers into meetings to support the revision process and adjustments tp plan. Plans will be monitored. In addition, integrated arts strategies will further support teachers in their Tier 1 instruction.

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

-Engaging families with social emotional and developmental health needs: With the growing number of students in need of mental health supports, the system in which families are included may present some difficulty. School No. 46 is situated in the most northeastern section of the city and transportation can be a barrier to creating systems for engagement.
-Establishing a consistency in progress monitoring structure will be difficult with limited common planning time and alignment of schedules.
-We have limited alternatives for interventions when students do not succeed in a specific program. (Ex. Another phonics based program). Although we have reduced students in Tier 3, we still have considerably more Intervention needs (68% at Tiers 2 and 3).   We must find ways to meet the needs of all of our students.
- Chronic absences: Attendance will be monitored and actions will be taken to increase attendance by 5%. Once we have initiated proactive attendance actions and included CPS, there are no additional interventions accessible to our building after outside agency involvement.   -
Special Education to General Education student ratios in ICT Classrooms: Research states that for maximum student achievement no more than 30% of the student in an ICT classroom should be classified as special education. The school data does not reflect this and there are sometimes more students placed in our building special education classes than general education. We will continue to work with central office to develop our inclusive programming.   -Increasing percentage of economically disadvantaged students: Trend data starting in 2010 that there has been an increase in economically disadvantaged students from 2014-2017. As research indicates, an increase in poverty results in schools having more students with risk factors such as emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues.   -Transitioning Students:We also receive more students in our upper grades mid -year. Data demonstrates students who transition to us later in the year need more targeted supports.

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

-Increased student engagement and culturally responsive teaching

-Rigor and relevance/ higher order questions and cognitive demand

-Trauma informed care, restorative practices

-Student work conferencing and setting improvement goals with students

-Technology/Google

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

-Staff bulletin   -

School Dojo   -

Parent and staff forums   -Non-

evaluative feedback   -Surveying

anonymously, allowing reciprocal feedback opportunities   -Celebrating

successes (newsletters. and public communications)

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

 -Superintendent's Conference Days and voluntary staff meetings   -

Home School Connections through Classroom Dojo   -

Principal's Newsletter and Coffee Hour   -

School website   -Open

forums and various school events

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:	January 18 and 19 2017
B2. DTSDE Review Type:	State Education Department (SED) Integrated Intervention Team

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The school achieved the 2017-2018 SMART goal of 48% percent of students meeting their growth target as measured by Reading NWEA. This was a 10% increase. Data analyzing the tiering of students shows that a majority of grade levels have a decrease in the number of Tier I students from Fall 2017 to Spring 2018. This indicates a lack of rigor for our Tier I students. The data also shows that there is an increase in Tier II students and a decrease in Tier III students. Systems to review data regularly have been altered this year due to the increase of student contact time during WIN and contractual language around grade level meetings. This has impeded administrators to know what is happening with data and make informed decisions so that continuous improvements can be achieved. Furthermore, in the 2016 DTSDE IIT review, there were a suggestion that the administrators provide actionable explicit feedback. In addition, it was noted that teachers demonstrate varied definitions and understanding about rigor. There must be continual work to support in developing, adapting, and implementing rigorous standards-based curriculum.

D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	In the 2018-2019 school year teachers will increase the level of Rigor in Tier I instruction. Use of the Rigor and Relevance Framework during walkthroughs will support a demonstrated increase in the number of students meeting their growth target as determined by NWEA. Baseline in 2017-2018 school year is 48% and the target would be an increase of 10% yielding 53% of the students meeting their NWEA growth target in reading.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk through data, Benchmark data, and feeback regarding RTI intervention plans.

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.

Sep-18	Jun-19	All classroom teachers will participate in professional development opportunities in order to enhance the curriculum and improve rigor and relevance for deeper student engagement. This will include opportunities to share practices in providing meaningful feedback to students to improve student learning in writing. Professional learning opportunities will be led by coaches, lead teachers, administrators, and district personnel based on the PD calendar during the half days. ((Dec, Jan, March, April)
Sep-18	Jun-19	An Integrated Arts Teacher will collaborate to co-plan targeted lessons that align to the Next Generation Standards Areas. Additional job-embedded planning time for grade level teams to support rigous planning will be offered. Assessment data for Integrated Arts collboration will be monitored for progress.
Dec-18	Apr-19	Classroom teachers and prevention supports will look at student work that requires application, synthesis, or evaluation. Students' written responses will include evidence of the writing traits. Vertical teams will meet during 1/2 days to ensure the alignment of the curriculum's scope and sequence in writing, review common assessment data and align supports for improved outcomes in writing. This will take place in December, January, March, and April.
Sep-18	Jun-19	Administrators will provide actionable feedback on rigor and relevance throughout the year utilizing a rigor and relevance rubric.
Sep-18	Jun-19	Administrators will create a consistent structure for reviewing student intervention plans monthly and during informal and formal evaluations.
Sep-18	Jun-19	School Based Planning Team will create a structure for monitoring and supporting a STEAM Programing which includes Integrated Arts, BlackFem financial literacy, technology projects, and other STEAM related enrichments. The SBPT team will review data for all programs.

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:	January 18 and 19, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The school met the 2017-2018 SMART goal of 48% percent of students meeting their growth target as measured by Reading NWEA. This was a 10% increase. With this increase we see that teachers who used targeted small group instruction, individual student goal setting and conferencing, explicit instruction for metacognition, and daily student writing yielded a higher percentage of students meeting their growth target. Data analyzing the tiering of students shows that a majority of grade levels have a decrease in the number of Tier I students from Fall 2017 to Spring 2018. This indicates a lack of rigor for our Tier I students. Furthmrore, the DTSDE IIT review found that although teachers grouped students based on assessment data, the learning activities planned lacked challenge and found that teachers varied in their definitions of rigor. Some teachers indicated that they were not certain how to make their lessons more rigorous.

D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	In the 2018-2019 school year teachers will increase the level of Rigor in Tier I instruction. Use of the Rigor and Relevance Framework will support a demonstrated increase in the number of students meeting their growth target as determined by NWEA. Baseline in 2017-2018 school year is 48% and the target would be an increase of 10% yielding 53% of the students meeting their NWEA growth target in reading.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Rubrics, Student and Teacher survey, Assessment data

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
Sep-18	Oct-19	Integrated Arts teachers and classroom teachers will collaborate with teachers to create a framework for planning interdisciplinary units.
Sep-18	Jun-19	A Google document will be created by the Integrated Arts teacher to document monthly meetings with the teachers.
Sep-18	Jun-19	The Integrated Arts teacher will collaborate monthly with classroom teachers to to facilatate the design and implementation of the Integrated Arts units.
Sep-18	Jun-19	Classroom teachers will participate in professional development opportunities that will allow us to look at the Integrated Arts curriculum and assess rigor, relevance and student engagement. Professional learning opportunities will be led by Integrated Arts, teachers, and administrators on the district allocated half days. (Dec, Jan, March, April)
Aug-18	Jun-19	Teachers may participate in professional learning opportunities, through the professional development incentive, around the area of technology in order to refine teacher practices and meet requirements for the Digital Transformation. We will monitor completion of the Google Ready Series to ensure the success of our Digital Transformation and aide us in transitioning to a 1:1 environment in our intermediate classrooms.
Dec-18	Jun-19	Professional development in the area of culturally responsive/relevant curriculum will be conducted. Teachers will utilize this understanding to create units that engage all learners. Use of Whole Child Initative, human resources and other district coaches to plan the differentiated activites during our four half days. (Dec, Jan, March, April)
Sep-18	Jun-19	The culturally relevant curriculum for Financial Literacy by the BlackFem Group will be examined, evaluated and used to begin the creation of a curriculum to support the specific needs of the students that are scheduled for the enrichment. Student progress will be monitored using benchmarking data.
Sep-18	Jun-19	Implementation of the school wide interdisciplinary focus will be evidenced by displays, social media, and digital portfolios by the Integrated Art Teacher.

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:	January 18 and 19, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	During the IIT DTSDE review in January 2017, reviewers found that although teachers grouped students based on assessment data and that learning activities were differentiated by group, the activities were not typically challenging. Several students stated that they were not given extensions and enrichment activities. Furthermore, administrator's review of Response to Intervention plans revealed that students plans did not reflect ongoing changes and updates. Data is showing us that the majority of students are Tier II and the fewest number of students are Tier I. There is a discrepancy between students making growth (85% on NWEA Reading) and students meeting growth target (48%). This shows that students are growing but not enough to close gaps. Walkthrough data shows that there has been an increase in the use of Higher Order Thinking strategies by teachers (as recommended by the 2016 -2017 DTSDE Review). Teachers need to increase rigor and relevancy for their Tier I and Tier II students resulting in higher expectations for all students.

D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	In the 2018-2019 school year, teachers will increase the level of rigor in Tier I instruction. Use of the Rigor and Relevance Framework will support a demonstrated increase in the number of students meeting their growth target as determined by NWEA. Baseline in 2017-2018 school year is 48% and the target would be an increase of 10% yielding 53% of the students meeting their NWEA growth target in reading.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher practices and decision making will lead to high levels of growth using Data Driven Instruction Protocols.

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Jun-19	Teachers will utilize RTI grade level meetings to create, modify plans, examine data and seek additional support services that promote student achievement.
Sep-18	Jun-19	Shared accountability for student results will include the service providers in updating individual student plans to reflect services.
Sep-18	Jun-19	Weekly Instructional Support Team meetings will be established to analyze student assessment data, manage RtI academic plans, support the Whole Child Initiative, influence the academic side of MTSS through professional learning, and refinement of the student services.
Sep-18	Jun-19	100% of the teachers will create a system in writing within their class that tracks writing conference feedback and engages students in establishing writing goals. This system should be developmentally appropriate for all students.
Sep-18	Jun-19	A School Climate Support Team will be established and meet monthly to analyze student behavioral data, manage RtI behavioral plans, support the Whole Child Initiative, and influence the behavioral side of MTSS through professional learning, refinement of the PBIS system, and other Tier I behavioral management instruction.
Sep-18	Jun-19	Writing support services from our prevention intervention teacher will be offered through the RTI process and based on data from Looking at Student Work Protocols. Conferencing feedback is used to support student progress.
Sep-18	Jun-19	Monthly common formative assessments in writing will be uploaded to RTI Class Data Profile sheets to discuss monthly progress on ability to apply what they have learned based on grade level established rubrics.
Sep-18	Jun-19	The school counselor will shadow a sampling of students from all Tiers to evaluate a Day in the Life of a School No. 46 student.

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:	January 18 and 19, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	In 2017-2018, there were 149 offenses committed by 57 students. This is 17% of our total school population of 341 students. As the data was disaggregated further, 85% of the students are free of any disciplinary action, 11% of students are responsible for one offense, and 6% of the students have committed more than one offense. This means that the school has a right sized RtI behavioral triangle. 68% (40) of total 57 offenders were Black or African American. These 40 students were responsible for 77% (115) of the offenses. This is a drop of 21% from last year; however since the 51.7% of the school is Black or African American. This still represents a discrepancy. There 23% (13/57) of the offenses were caused by new students. 20 (35%) out of the 57 offenders were classified as students with disabilities. They were responsible for 75 offenses. Three new students to the school committed 42% of those offenses.

D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of the 2018-19 school year, the total number of the Black or African American students committing the offenses will drop from 68% to 58%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Infraction data, Suspensions, Multi-Tiered System of Support tracking monthly

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Sep-18	100% of classroom teachers will communicate acknowledgement system and PBS criteria to famlilies and students. All new staff will have an introductory PBS class.
Aug-18	Jun-19	A School Climate Support Team will be established and meet monthly to analyze student behavioral data, manage RtI behavioral plans, support the Whole Child Initiative, and influence the behavioral side of MTSS through professional learning, refinement of the PBIS system, and other Tier I behavioral management instruction.
Nov-18	Jun-19	The School Climate Support Team will disseminate quarterly reports analyzing trend behavioral data, supports available, and associations with outside social/emotional agencies. This data will be communicated to the school community each semester.
Sep-18	Jun-19	All classroom teachers will post and discuss the value word of the month compiled; students demonstrating the character trait will be recognized as the PBS winner at monthly Carroll Conventions, a school-wide monthly meeting.
Aug-18	Jun-19	Culturally responsive, trauma informed care, and relational professional development training hours will be offered for staff participation. This will be done through the Whole Child Initiative, team members, ROC Restorative personnel, and other outside providers.
Sep-18	Jun-19	100% of Behavioral Tier II and Tier III students will have behavioral RtI forms that will track progress.
Sep-18	Feb-19	Each semester a voluntary school community PBS team meeting will be called to review protocols. (Sept., Jan.)
Aug-18	Jun-19	The School Climate Support Team will create a transition plan for new students coming to the building.

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.
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C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The IIT State Review indicated a need for consistent and reciprocal school/family communication (via Classroom Dojo and other tools) among grade levels to better assist families in supporting their children .The state reviewers recommended a monthly video be posted on Classroom Dojo's School Story . Based on state feedback and communication at various Parent Engagement Forums, we have been provided with suggestions regarding ways to share data that promotes dialogue amongst parents, students, and the community centered on student learning. The need to support parents in using this data to advocate for appropriate services and supports for their students was also evidenced in the DTSDE review.

D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, we will see 10% increase in parent participation in instructionally related engagement opportunities by using a Classroom Dojo School Story application. The school will continue to launch Parent videos which focus on promoting parent participation. This will be evidenced through the monitoring of our School Story on Classroom Dojo and increased participation in the Power of Two Parent Forum.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Numbers of parents viewing school stories, attendance at Family Engagement Forums (Power of Two and Principal Coffee Hours), participation in student service opportunities

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Oct-18	Oct-19	Information on the new Mental Health Service Partnership and Whole Child Health Initiatives will be shared during Open House, Classroom Dojo School Story, and Principal Coffee Hours.
Nov-18	May-19	A Power of Two Family Engagement opportunity will be planned each semester to engage parents in communicating their needs and providing us feedback on our communication and approach. We will enlist service providers in parent recruitment to ensure we are engaging diverse populations to ensure they are heard. (Nov. May)
Sep-18	Mar-19	Four Principal Informal Coffee Hours will be scheduled during non-forum months. This will include two morning opportunities and two evening opportunities. Dojo reminders will be posted the week of the event. (Sept, Jan, Feb., March)
Sep-18	Feb-19	85% of all teachers will connect service providers, special areas, and admistrators to ensure parents receive communication on Classroom Dojo School Story. Protocols for posting will be created by School Based Planning Team.
Aug-18	Jun-19	The parent liaison will work during summer and school year to target parent sign up efforts and connect with new families. .
Sep-18	Jun-19	Six monthly videos will be posted regarding how to support their students and help raise student achievement.
Sep-18	Jun-19	The new district dashboard ROC3d will be communicated to parents, staff, and community members through various forums.