LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	School No. 58

ENTER DATA INTO ALL YELLOW CELLS.

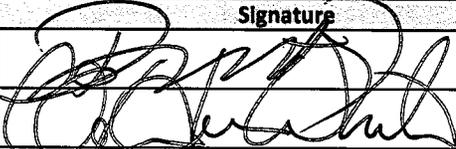# 2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Sheelarani Webster	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)

Name	Title / Organization	Signature
Sheelarani Webster	Principal	Sheelarani Webster
Kerry Robertson	Instructional Coach	Kerry Robertson
Lisa Zeller	Instructional Coach	Lisa Zeller
Chris Widmaier	Instructional Coach	Chris Widmaier
Kim Garlock	Academy Director	K. Garlock
Nissa Youngren	SPBT Parent	Nissa You
Yousuf George	SBPT Parent	GH

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.)
- [X] 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.)
- [X] 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]
- [ ] 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 <u>PREVIOUS YEAR'S</u> 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).

Our formal and informal data gathered through observations, learning walks, EL implementation survey, anecdotal feedback from staff : At least 80% of teachers use clear learning targets in daily practice across the K-12; At least 50% of teachers can create lessons which effectively use the components of Workshop 2.0 into daily practice (indicates the implementation of the CCLS shifts) and also demonstrate student engagement; At least 50% of classrooms demonstrate the following: use of questions or strategies which lead to discussions, debates and student voice; note differentiation of learning/teaching both in whole and small groups; present challenging/rigorous activities leading which are in alignment with the Common Core Standards.

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

The professional development plan and sessions were continually adjusted based on feedback from staff, review of learning walk data; Teaching and Learning Labs were implemented fully for K-6 and planning for implementing Teaching and Learning Labs with teachers in grades 7-12 was drafted and rolled out to the members of the English department; the secondary science team continued to implement protocols to observe each other and implement models of inquiry; Zones of Regulation and Size of Problem curriculum was implemented across K-2 and also in particular classroom at grades 3, 4, and 5; EL Skills Block was fully implemented in K-2; Data meetings with teachers across the K-8 were scheduled and held to examine growth and needs using multiple data sources noted on our MTSS dashboard. Tutoring and Regents Preparation sessions were scheduled and implemented at grades 8-12.

In developing the <u>CURRENT YEAR'S</u> plan:

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

School leaders and teachers will elevate student voice and leadership in classrooms and across the school by: making habits of scholarship visible across the school and in daily instruction; modeling a school-wide culture of respect and compassion; and prioritizing social and emotional learning, along with academic learning, across the school. All teachers across K-12 will ensure that curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards; engage all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems; use assessment practices that position students as leaders of their own learning; and use meaningful data for both teachers and students to track progress toward learning goals.

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

All teachers will use the Deeper Lessons Tool for daily instructional plans to improve student achievement, as measured by 60% of students showing growth on the NWEA assessments, formative assessments in content area classes- including pre-assessment, mid-year assessment, and final exams. Also measured by an increase in observable Assessment for Learning strategies as obtained from lesson plans, teaching learning labs, informal and formal observations, and learning walks (baseline data will be gathered in September, with a goal of 60% by Jan, and 70% by May). All teachers across K-12 will design tasks that connect students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning; ask students to apply, analyze, evaluate and create as part of their work; and use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality. Teachers K-12 will participate in the Quality Work Protocol with colleagues to create a shared vision of quality work characterized by complexity, craftsmanship, and authenticity, and identify patterns related to quality across student work to inform goal setting and action steps.
Between September 2018 and May 2019 50% of student work analyzed will demonstrate attributes of complexity, craftsmanship, and authenticity as identified through the Quality Work Protocol conducted during school-based professional learning time.

• 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.

World of Inquiry School is an EL Education school (formally known as Expeditionary Learning) dedicated to inquiry-based learning which emphasizes learning by doing. We take a student-centered, active-learning approach that focuses on questioning, critical thinking, and problem-solving. Learning occurs through grade-level expeditions (in-depth studies of a single topic or theme) integrated with Common Core and content standards. Students in grades 9-12 participate in intensives, case studies, investigations and Capstone classes. The needs stated are the essential processes required to achieve high quality EL instruction in daily practice.

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

All teachers will use the **Deeper Lessons Tool** for daily instructional plans to improve student achievement, as measured by 60% of students showing growth on the NWEA assessm

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

The following structures have been established to drive strategic implementation of the mission and guiding principles: 1. Partnership with EL Schools and creation of the school's workplan which is fully aligned with the SCEP plan and will bring the goals and activities named in the SCEP into daily practice including all professional learning; 2. Establishment of the 2018-19 school calendar (inclusive of all events and processes) in June of 2018 to support planning and implementation; 3. Building based coaches who are EL trained and deemed to be master teachers who will work regularly with teachers through a variety of modes and methods to build capacity in achieving instructional mastery; 4. Collaborative and distributive leadership for all stakeholders through School Based Planning Team, Design Task Teams, Parent Teacher Crew, and Student Council Crew 5. Continuation of collaborative learning walks, continuation of Teaching Learning Labs at K-6 and implementation of Teaching Learning Labs at 7-12 . 6. Teacher led professional development sessions (by teachers for teachers) 6. Planning and implementation of standards based learning expeditions, case studies, investigations as a primary mode of instruction. 7. Common language of lesson design components based the Deeper Lessons Tool to bring the common core shifts into daily practice across the K-12; 8. Continued improvement and implementation of Student Led Conferences across the K-12 7. Common planning time for each grade level across the k-8; 8. Set dates and times for grade level, content area and data review meetings 9. Continued emphasis on structures to deepen relationships among staff, students, parents and community members which includes implementation of restorative practices, morning meeting, advisory crew and Student Leadership Crew.

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

lack of common planning time for grades 9-12 which we are trying to address by implementing indiviudal case studies, investigations and projects in addition to providing support in planning and implementation through the instructional coaches; possible lack of commitment and ownership to advisory crew and student led conferences and we are mitigating this concern through summer committee work to establish plans, processes and strategies to build greater engagement and student ownership; addition of many new staff members who are new to EL; mitigating overcrowding due to high enrollment numbers in a limited space.

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

1. Professional Learning opportunities each month related to Student Character and Engagement; High Quality Student Work; Mastery of Knowledge and Skills; 2. Weekly grade level meetings to examine implementation of CCLS, curricula, use of data to drive instruction, formative and student engaged assessment practices, Deeper Lessons Tool; 3. Coaching Cycles for support with Deeper Lessons Tool/lesson design, use of data to drive instruction, formative and student engaged assessment strategies/practices, buildign student character and engagement; high quality work 4. Planning sessions with EL school designers and instructional coaches to support with integrating and expanding CCLS and connected curricula to create expeditions/case studies/investigations; 6. Learning Walks to engage teachers, coaches, administrators, students, parents and community members in collaborative opportunities to gather observational data, identify patterns, pose probing questions and connect further to the professional development planning process; 8. WOIS Summer Institute for K-12 team building, planning with grade level and content area team members, review of school wide goals and expectations 9. Expeditionary Learning institutes, summits and conferences will build leadership skills for teacher leaders, school leaders and parent leaders, train new and current staff in understanding and implementing EL core practices; 10. Parent Teacher Crew meetings will include opportunities for teachers and staff to expand knowledge about the community, culture and experiences through the lens of the parent community and leadership. 11. Five 1/2 day release will be used to provide professional learning related to vertical and horizontal alignment of instructional practices K-12. 12. Teaching learning labs will be expanded in K-6 and established in 7-12 to build teacher capacity in achieving instructional mastery.

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

The school has established a theme for the 2018-19 school year: Ubuntu- I am Because We Are. The theme aims to capture and revitalize the school's continued commitment to building relationships among all stakeholders as the foundation for our work. The theme is fully defined and highlighted on the school's calendar. The calendar will be distributed to all staff, and families of students across the K-12. During the WOIS Summer Institutute, scheduled for August of 2018, staff members will have the opportunity to unpack the meaning of the theme and connection to their daily practice which includes building relationships with students, families and community members. The school will continue to deepen the implementation of classroom and school wide community meetings, advisory crew, restorative practices, student led conferences, and Student Council Crew. School leaders will provide weekly newsletters to staff and collaborate with parent leaders to establish monthly newsletters for parents/community. School leaders will also work with staff, student leaders, parent leaders and community members to promote active learning, activism and concern for social justice.

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

The 2018-19 plan will be communicated to all members for the school community through town hall meetings, curriculum nights, newsletters, staff and parent meetings, SBPT representatives and Design Task Teams, the school and parent website and visuals displayed at the school. School leadership will also attend parent sponsored events and meetings, attend district wide events and initiatives. School leaders will also participate in home visits, meet with community and business leaders to share the school's mission, goals, strengths and needs.

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
B1. Most Recent DTSDE Review Date: This should reflect the date of the most recent report that resulted from the NYSED IIT, DIIR, or District Led Review.	No review was required for 2017-18
B2. DTSDE Review Type: Integrated Intervention Team (IIT or NYSED Led) OR District Led with Outside Educational Expert OR Demonstrable Improvement Indicator Review (DIIR)	

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.	School leaders and teachers will elevate student voice and leadership in classrooms and across the school by: making habits of scholarship visible across the school and in daily instruction; modeling a school-wide culture of respect and compassion; and prioritizing social and emotional learning, along with academic learning, across the school.

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: • students will be effective learners as evident by 70% of students accurately being able to define and give examples of the Griffin Values, 70% of K-8 students participating in emotional regulation curriculum, and 70% of students will demonstrate proficiency- rate themselves as effective or highly effective in four out of the six Habits of Work during student-led conferences. • students will be ethical people as evident by 80% of students participating in
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	EL Implementation Review, Focus Group Sessions with Students, Review of Student Led Conference results (Habit of Work Rating), formal and informal observational data to measure the implementation of emotional regulation curriculum in daily practice, disciplinary referral and suspension data.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity. ***The activity itself should reference the frequency of implementation, i.e., weekly, monthly, bi-monthly, quarterly, etc.	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 each activity that will support the monitoring and implementation of your Smart Goal. - Who will be responsible for completing each activity - Who will participate in each activity - How often each activity will take place - What the district will look at to determine if implementation is successful. Please do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jun-18	Jul-18	Establish Student Character and Engagement as Goal Set 1 in EL Work Plan. This will include identifying the following subtopics: Effective Learners, Ethical People and Contribute to a Better World. Specific learning targets for each of the subtopics will also be established.
Jun-18	Oct-18	Goal Set 1 named in the EL Work Plan will be distributed, reviewed, unpacked with all staff during scheduled professional learning opportunities.
Jun-18	Jun-19	The school will implement the Zones of Regulation and Size of Problem Curriculum in all K-5 classrooms to infuse social-emotional strategies into daily practice. This includes providing training for staff and acquiring the necessary resources.
Jul-18	Jun-19	The school implement the Second Step curriculum in grades 6-8 to infuse social emotional curriculum into daily practice. This includes providing training for staff and acquiring the necessary resources.
Jun-18	Jun-19	The school will schedule two school wide student led conference days (fall and spring). The Habits of Work rubric will be used with students in grades 3-1 to prepare and present their student led conference.
Jul-18	Dec-18	The school will identify and offer restorative practices training to new staff to ensure that all classes will use restorative practice strategies to build relationships, resolve conflict.
Jun-18	Sep-18	New staff will receive training and pertinent information to learn the Griffin Values and implement into daily practice.
Jun-18	Jun-19	School leaders and instructional coaches will work with teachers/staff to include service learning and social activism in preparing expeditions and case studies for all grade levels.

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:	
B2. DTSDE Review Type:	No review was required for 2017-18

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.	All teachers across K-12 will ensure that curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards; engage all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems; use assessment practices that position students as leaders of their own learning; and use meaningful data for both teachers and students to track progress toward learning goals.

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.	All teachers will use the Deeper Lessons Tool for daily instructional plans to improve student achievement, as measured by 60% of students showing growth on the NWEA assessments, formative assessments in content area classes- including pre-assessment, mid-year assessment, and final exams. Also measured by an increase in observable Assessment for Learning strategies as obtained from lesson plans, teaching learning labs, informal and formal observations, and learning walks (baseline data will be gathered in September, with a goal of 60% by Jan, and 70% by May).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	NWEA, content area assessments, Regents assessments, learning walk data, observational data: learning walks, formal and informal observations; teaching learning labs

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
Jul-18	Sep-18	The following will be sheduled on the school's calendar and distributed to all teachers: grade level meetings, content area (department) meetings, data meeting weeks
Jul-18	Jun-19	Collaborative planning time for staff will be provided during weekly grade level meetings(K-8), monthly 2 hour PDs(K-12), monthly content crew meetings(7-12), WOIS summer retreat, early dismissial and Superintendent Conference Days.
Jun-18	Sep-18	The professional development plan for implementing the Deeper Lessons Tool into daily practice will be prepared in collaboration with EL school designers, instructional coaches, administrators and teacher representatives. The plan will be distributed to all staff and reviewed regularly to adjust based on needs of teachers and students. Specifically, the implementation of the Deeper Lessons Tool will be divided into three subtopics: Student Engaged Assessment (Assessment for Learning), Higher Order Questioning; Collaboration and Communication. The work plan will include specific learning targets for each component.
Jun-18	Jun-19	Data meetings K-8 will be scheduled and held every six weeks to review student progress and determine next steps to align instruction with findings. The MTSS dashboard will also be updated during data meetings.
Sep-18	Oct-19	Data review processes and meetings will be determined and scheduled for grades 9-12
Jun-18	May-19	Protocols and processes for Teaching Learning Labs will be determined, scheduled. This will included a differeniated model for K-6 and 7-12.

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:	No review was required for 2017-18
B2. DTSDE Review Type:	

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.	All teachers across K-12 will design tasks that connect students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning; ask students to apply, analyze, evaluate and create as part of their work; and use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality. Teachers K-12 will participate in the Quality Work Protocol with colleagues to create a shared vision of quality work characterized by complexity, craftsmanship, and authenticity, and identify patterns related to quality across student work to inform goal setting and action steps.

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.	Between September 2018 and May 2019 50% of student work analyzed will demonstrate attributes of complexity, craftsmanship, and authenticity as identified through the Quality Work Protocol conducted during school-based professional learning time.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	review of student work based on the Quality Work Protocol, learning walk data, observational data: learning walks, formal and informal observations; teaching learning labs

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.
Jun-18	Sep-18	The professional development plan will define and name components high quality student work, This will be prepared in collaboration with EL school designers, instructional coaches, administrators and teacher representatives. The plan will be distributed to all staff and reviewed regularly to adjust based on needs of teachers and students. Specifically, the implementation of will be divided into two subtopics: Purposeful Context and Rigorous Cognitive Engagement. The work plan will include specific learning targets for each component.
Sep-18	May-19	Professional learning opportunities and sessions will be scheduled to implement the Quality Work Protocol with teachers across the K-12. This is intended to establish a shared vision of quality work characterized by complexity, craftsmanship and authencity.
Jun-18	Jun-19	Professional support will be offered by instructional coaches, EL school designers, administrator and specified teacher leaders to plan, prepare and implement high quality learning expeditions at grades K-8 and high quality case studies and investigations for grades 9-12. The plans will be documented and shared with the school community.
Sep-18	Jun-19	Components necessary for producing High Quality Work will be infused into existing structures (grade level meetings, common planning time, release time, co-teaching models as job-embedded professional learning opportunities.

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:	
B2. DTSDE Review Type:	No review was required for 2017-18

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.	School leaders in collaboration with staff will identify and support the implementation curriculum to teach explicit strategies for emotional regulation. K-5 will continue to implement the Zones of Regulation and Size of Problem. Grades 6-8 will implement the Second Step Program. The process will also include integration of the school's Design Priniciples, Griffin Values and Restorative Practices.

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.	Students will be effective learners as evident by 70% of students accurately being able to define and give examples of the Griffin Values, 70% of K-8 students participating in emotional regulation curriculum, and 70% of students will demonstrate proficiency- rate themselves as effective or highly effective in four out of the six Habits of Work during student-led conferences.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance Rate, Disciplinary Referrals Review, Suspension Rate, Ratings on the Habit of Work Rubric presented during Student Led Conferences, CSE Initial Referall 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 be written in its own cell.
Jun-18	Sep-18	Purchase the Second Step curriuculum for grades 6-8 and schedule the necessary training for teachers to access and understand the program
Aug-18	Sep-19	Instructional coaches will collaborate with grade level teachers to establish lessons for advisory crew and classroom morning meetings to roll out the Second Step Curriculum to students in a meaningful and consistent manner.
Aug-18	Sep-19	Members of the Student Support Services team (speech and language teachers; social workers) will collaborate and facilitate further implementation of the Zones of Regulation and Size of Problem curriculum across K-5.
Jun-18	Jun-19	Establish dates for WOIS fall and spring Student Led Conferences for K-12 on the school calendar. This will include directions for pacing the preparation for teachers and students.
Sep-18	Nov-18	Finalize the modified version of Habits of Work rubric to meet the needs of K-6 and implement with students across the K-6 in preparation for the fall Student Led Conference sessions
Sep-18	Nov-18	Implement the regular use of the Habits of Work rubric into weekly crew plans in grades 7-12 in preparation for the fall Student Led Conference sessions.
Dec-18	Apr-19	Continue with implementing Habit of Work rubrics in preparation for the spring Student Led Conference sessions

Aug-18	Jun-19	Infuse the learning targets connected to the Griffin Values into daily structures: advisory crew, classroom morning meetings, character learning targets for daily lessons to promote explicit teaching and learning of the Griffin Values

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:	
B2. DTSDE Review Type:	No review was required in 2017-18

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 leaders in collaboration with the parent liasion will work with parent leaders from SBPT and PTC (Parent Teacher Crew) to streamline and coordinate Parent Teacher Crew Meeting dates with scheduled school events to increase attendance and participation in PTC by across the K-12.

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 October 2018, school leaders in collaboration with parent liasion, SBPT and PTC will establish, plan and communicate the series of PTC meetings aligned with school events for the 2018-19 school to increase the overall parent attendance and participation in PTC by 5%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance at school events and PTC meetings, parent surveys/feedback sessions

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.
Jun-18	Sep-18	Establish the World of Inquiry School Calendar and collaborate with Parent Teacher Crew (PTC) leaders to establish all meeting dates with the intent of coordinating with scheduled school events whenever possible. The calendar will be published and copies will be provided to each family assigned to the school. The same calendar is also provided to all staff members.
Aug-18	Jun-19	School leaders and the parent liasion will collaborate with SBPT and PTC parent leaders to assist with topics, agenda, and goals for each monthly meeting.
Aug-18	Jun-19	School leaders, parent liasion, PTC and SBPT parent leaders will collaborate to ensure timely and effective communication is sent to all families in regard to upcoming events, meetings and learning opportunities.
Sep-18	Jun-19	PTC leaders will establish a monthly newsletter for parents (by parents for parents)