LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Virgil I Grissom School 7

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	David D. Lincoln	**Title**	Principal
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Website for Published Plan	www.rcsdk12.org/Domain/713		

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			
President, B.O.E. / Chancellor or Chancellor's Designee			

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. Note: For schools identified as Pers |

| NA | 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. |

| 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 22, 2017	School 7		
August 24, 2017	School 7		
September 5, 2017	School 7		

Name	Title / Organization	Signature
David Lincoln	Principal	
Tim Pearson	SBPT	
Chrissy Clancy	SBPT	
Jeff Stanley	SBPT	
Kelly Haugh	SBPT	
Sarah Yasses	SBPT	
Mark Wilkins	Assistant Principal	
Mirissa Mastrosimone	Intervention Teacher	

School Information Sheet

School Information Sheet

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

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native		% Black or African American		% Hispanic or Latino		% Asian, Native Hawaiian / Other Pacific Islander		% White		% Multi-Racial	

School Personnel

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

Overall State Accountability Status

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

School Information Sheet

	Did Not Meet Adequate Yearly Progress (AYP) in ELA		
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

	Did Not Meet Adequate Yearly Progress (AYP) in Mathematics		
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

	Did Not Meet Adequate Yearly Progress (AYP) in Science		
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

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

SCEP Plan Overview

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

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

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

	Limited Degree (Fewer than 20% of goals were achieved.)
	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.)
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.)
X	Partial Degree (Some of the identified subgroups improved achievement.)
	Moderate Degree (A majority of identified subgroups improved achievement.)
	Major Degree (All identified subgroups improved achievement.)

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

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

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

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
X	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).

> According to the data we have made significant gains in ELA & Math across all grade levels. Teachers used multi data sources and professional development to drive classroom practice. As documented by our "good Standing" staus with the state, intervention and diagnostic programs such as IReady, Lexia and Raz Kids is effective.

• 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.

> Grade level data meetings were held to shift instruction where needed. Technology use was increased based on the mid-year data.   Increased behavioral interventions such as "peace circles" were utilized in Grades 3 - 6.

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

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

> Inititatives and goals were derived from data collection, teacher self- reflection, and consultant input and ratings.

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

> **Instructional Priority #1**: All students will show measurable growth in genre and evidence based writing using grade level rubrics. All staff will implement common instructional techniques (Four Square graphic organizer, conferencing, common rubrics/checklists) during common core instruction and through writer's workshop. **Instructional Priority #2**: All students will show measurable growth in their individual area of need with targeted differentiated instruction. All staff will use performance data to determine individual programming and instruction through 5 week data cycle analysis. Students will track their own goals as a class and as individuals. Teachers will track student progress through differentiated technology (i-Ready, AIMS web, Compass and Lexia). **Instructional Priority #3:** All staff will have time for focused professional development and collaboration with colleagues through academic meetings, planning days, staff led professional learning and peer observations/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.

> Mission: Statement: School Seven's mission is to develop students that practice safe habits, work hard, exhibit academic growth and are respectful and responsible citizens.   Vision Statement: SOAR to Succeed

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

> All sub groups of School #7 will exhibit 20% growth on all state exams.   Specifically, each students scaled and raw scores will increase by 20% (not proficiency of 1,2, 3, or 4).   Also, students in grades K-6 will increase 20% on all NWEA Assessments (RIT).   There will be an increase of attendance from 92% to 95% average for all student.   We plan to decrease our chronic absensces by 10%. Our goal is to decrease referal documents by 10%.   Specifically, our goal is to decrease "disruption of the educational process" by 20%.

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

> The following additions allow for implementation of desired goals and practices at School #7. Common Grade Level Planning time, common and efficent central scheduling, skill based RTI and instruction, departmentalization at selected grade levels, weekly PD opportunities on focused areas, looping in selected grade levels for consitent and connected academic and behavioral expectations.

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

> District level financial limitations, Instructional priorities were not aligned with DTSDE review purposefully, lack of support for innovative programming, continual delay of necessary technology from the district, lack of social/emotional supports by RCSD, lack of Internal Suspension areas that are academically focused with certified teaching staff for students that have been suspended.

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

Data was gathered through past DTSDE, focusing on consultant feedback, self review and district/school needs. Tenet areas receiving less than effective will be addressed in PD and focused priorities within the school and classrooms.   Also, the entire staff will be participants in a year long PD opportunity based on restorative justice practices.   The focus of these sessions will be the implementation of "peace circles".

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

Community: We will strengthen relationships with the community by increasing the diversity of the parent teacher organization racially and economically through a parent outreach plan. We will increase the number of family members who join our social media network through email, Facebook, twitter by 20 percent. We will organize a collegial circle for families and teachers to participate in bimonthly article reviews where members blog responses to selected texts. We will provide training to staff about alternate methods of developing relationships with families other than phone calls and conferences. We will continue our partnerships with the U of R, local religious groups, RPD, Monroe County Sheriffs, RFD, Food Co-op, Wegman's, i-Ready, Fuel-UP to play 60, Harris Hill Elementary, Waste Management and seek out new partnerships with other community members. Staff: We will improve communication and consistency through the use of Google Docs for all school minutes, common assessment information and professional development. We will lead collegial circles on various books as well as APPS that will help move our technology plan (ie class dojo).

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

Community: We will strengthen relationships with the community by increasing the diversity of the parent teacher organization racially and economically through a parent outreach plan. We will increase the number of family members who join our social media network through email, Facebook, twitter by 20 percent. We will organize a collegial circle for families and teachers to participate in bimonthly article reviews where members blog responses to selected texts. We will provide training to staff about alternate methods of developing relationships with families other than phone calls and conferences. We will continue our partnerships with the the LPGA, FREE Partnerships, U of R, and seek out a partnerships with other community members.
Staff: We will improve communication and consistency through the use of Google Docs for all school minutes, common assessment information and professional development. We will lead collegial circles on various books as well as APPS that will help move our technology plan.

• 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.

We will offer new student orientation in August.   Joint PD will be available in the Spring of 2016 for incoming Kindergartners.   Parents will be invited to join our PTO upon preschool enrollment, frequently updated web site, frequet robo calls, spanish translation of all communications, and monthly newsletters from building and all classroom teachers will be mandated.

Re-Identified Focus Schools

identification period)

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) beginning no later than the 2016-17 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional

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

1. Identify the Turnaround Principle the school is choosing to implement.

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

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

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Priority Schools: Whole School Reform Model

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

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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 below to demonstrate their plan for implementation of a whole school reform model.

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

1. New School Design and Educational Plan

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

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

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

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

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

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

2. Organizational Plan

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

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

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

Priority Schools: Whole School Reform Model

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

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States

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

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

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

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

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

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

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

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

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

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

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

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

Common Leading Indicators Worksheet

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

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	January 26-28, 2016
B2. DTSDE Review Type:	SED Integrated Review Team (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.	Administrative participation in all grade level meetings/ effective common planning, administrators co-develop agendas with teachers and support staff, assistant principals will be empowered to receive coaching in order provide instructional feedback and improve teacher performance. Administrators will collect minutes from all meetings to share and collaborate, to develop next steps.

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.	School leadership will provide supports and structures to enable 100% of grade level teams to develop, administer and analyze two common formative assessments by January 31, 2018. The assessments will focus on ELA.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Master Schedule/Grade Level Minutes and Dialogue/Common Assessments/Student data/work on Common Formative Assessments (CFA) after each cycle/Scheduled check for each grade level on the two dates

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/30/2018	School Leaders will facilitate weekly grade level meetings. Week 1 of each month will focus on interventions and differentiation. Week 2 will focus on data review. Week 3 will focus on CCLS. Week 4 will be an open forum based on needs/creation and review of formative assessments.
9/1/2017	6/30/2018	School Leaders will present PD to designated grade levels monthly to align NYS Data with Building based data and the use of data to design coherent instruction
9/1/2017	6/30/2018	School leaders will utilize a common walk through tool based on Danielson Training (McKay Group) developed collaboratively with district and school representatives. Each teacher will receive a minimum of 1 informal observation per marking period with feedback sent electronically.

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 26-28, 2016
B2. DTSDE Review Type:	SED Integrated Review Team (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.	Utilize Common Formative Assessment data to determine differentiation of curricular resources and materials that are rigorous and meet student needs, and ensure that learning targets relative to all content taught are visible and understood by all students.

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.	100% of grade level teams will have collaboratively developed, administered and analyzed 2 common formative assessments in ELA by January 31, 2018 and recorded grade level observations about what curricular/planning changes the results suggest.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	See Tenet 2/team notes after each cycle/scheduled conversations with team about what changes to planning are made after each assessment/lesson 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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/30/2018	Teachers will attend monthly PD(Avatar/Building Based) and collaborate to write effective and data driven lessons based on CFAs that include details of instructional delivery and differentiated grouping. Classroom Teachers and administration will colloboritively (by grade levels) develop and analyze the common formative assessments. Teams will review the CFA at the 4th Grade Level Meeting of each month.
9/1/2017	6/30/2018	School Leaders and teachers will attend and devlop PD (Avatar/Building Based) monthly using technology as a resource to drive and enhance instruction based on CFAs.
9/1/2017	6/30/2018	Staff will attend data meetings monthly with protocol for discussion and assessment schedule. Staff will adhere to schedule of adminstration of assessments.

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 26-28, 2016
B2. DTSDE Review Type:	SED Integrated Review Team (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.	Teachers will collaboratively review and/or develop short and long range plans in alignment with individual student goals based on Common Formative Assessments.

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.	From the begininng of the school year until January 31st each grade level will use 2 common writing assessments and LASW protocol to develop a more differentiated approach to writing instruction. After analyzing these writing assessments, our goal is for all students to exhibit a 20% growth from 1st assessment to the last CFA.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	CFA/Rubric/Student results/Work Samples and evidence/Lesson 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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/30/2018	Teachers will use lesson plans daily based on CCLS, across all grade levels and content areas as evidenced by walk-throughs. Teacher lesson plans will reflect information from district and building offered PD focusing on writing. CRT and administration will create data sheets for each individual student that tracks growth on CFAs, NWEA, IReady and AR. CRT, administration and students will communicate this data with families.
9/1/2017	6/30/2018	The school leader and teachers will collaborate at weekly grade level meetings to develop an interdisciplinary curricula which includes the arts, technology and other enrichment opportunities.
9/1/2017	6/30/2018	School teachers and leaders will be trained and attend PD to learn how to design systems and recordings of goal setting for students self assessments and goals for each marking period.

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 26-28, 2016
B2. DTSDE Review Type:	SED Integrated Review Team (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.	The support team and teachers will establish a clear schedule of monthly meetings and collaboratively work with the administrative team for inclusivity.

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.	School leader and teachers will provide supports and structures to enable 100% of students that have been identified as Tier 2 or 3 students. These interventions will promote and support social and emotional development. Our goal is to design systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Tracking form/lessons to introduce students/parent teacher conference invitation/home visits

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**E3. Action Plan:** Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/30/2018	Monthly PBIS Meetings to review and analyze school wide behavior management data.
9/1/2017	6/30/2018	Weekley RtI meetings with administration, teaching staff and family members
9/1/2017	6/30/2018	Staff will review FBA/BIP documentation at weekly grade level meetings.

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:	January 26-28, 2016
B2. DTSDE Review Type:	SED Integrated Review Team (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.	Utilize a consistent approach for teachers to communicate data with students, parents, and community partners.

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.	Professional development from district technology representatives will be provided 4 times per year focusing on ways to reach out to families and community members. Our goal is to include a question at beginning of the year, mid-year and end of year (3 times) asking for ideas on how parents can be included in the ways in which we are communicating. Ultimately, our goal is to increase satisfaction from fall to spring.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Tracking form for web based communications

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/30/2018	SBPT will create a survey for family members to voice there ideas for better communication each quarter
9/1/2017	6/30/2018	A parent response plan will be developed in which the parent liaison will become the point person for teachers when additional parental support is needed. All teachers will have a parent communication logs and send home weekly parent connections.
9/1/2017	6/30/2018	Parent Liaison will recruit additional PTO members by making daily personal phone calls with meeting schedules and agendas.