

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Dr. Louis A. Cerulli No. 34

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)


Contact Name	Dr. Carmine Peluso	Title	Principal
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Website for Published Plan	http://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 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		Linda Cimusz	7-27-16
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	7-29-16

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

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

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.

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

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.

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


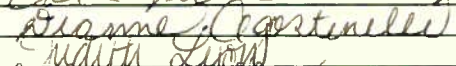
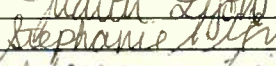
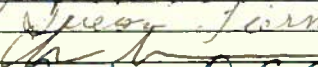


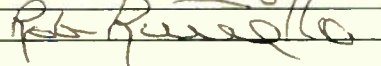
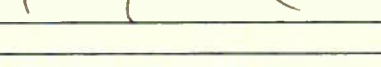
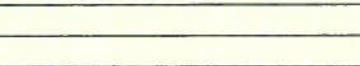

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

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)
March 10, 2016	School #34		
April 20, 2016	School #34		
May 25, 2016	School #34		
June 2, 2016	School #34		
June 15, 2016	School #34		

Name	Title / Organization	Signature
Carmine Peluso	Principal	
Dianne Agostinelli	Assistant Principal	
Judy Lyon	Special Education Teacher	
Stephanie Mros	Classroom Teacher	
Theresa Fiermonte	Classroom Teacher	
Christine Devlin	Classroom Teacher	
Andrea DeCastro	Parent	
Heather Berguland	Parent	
Paul Clark	Community Based Organization (Center for Youth)	
Rob Rivello	Community Based Organization (Encompass)	

School Information Sheet SCHOOL #34 Dr. Louis Cerulli

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	446	% Title I Population	86%	% Attendance Rate	91%
% of Students Eligible for Free Lunch	87%	% of Students Eligible for Reduced-Price Lunch	0%	% of Limited English Proficient Students	9%	% of Students with Disabilities	20%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	<1%	% Black or African American	57%	% Hispanic or Latino	22%	% Asian, Native Hawaiian / Other Pacific Islander	5%	% White	16%	% Multi-Racial	

School Personnel							
Years Principal Assigned to School	3	# of Assistant Principals	1	# of Deans	N/A	# of Counselors / Social Workers	1
% of Teachers with NO Valid Teaching	0	% of Teachers Teaching Out of	0	% Teaching with Fewer than 3 Years of	1%	Average # of Teacher Absences	9

Overall State Accountability Status							
Priority School	NO	Focus School Identified by a Focus District	YES	SIG 1003(a) Recipient	YES	SIG 1003(g) Recipient	NO

Identification for ELA?	Yes	Identification for Math?	YES	Identification for Science?	NO	Identification for High School Graduation	N/A
ELA Performance at Level 3 and Level 4	5%	Math Performance at Level 3 and Level 4	8%	Science Performance at Level 3 and Level 4	60%	Four-Year Graduation Rate (HS)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A
Persistently Failing School (per Education Law 211-f)	NO	Failing School (per Education Law 211-f)	NO				

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

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

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

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

	Limited English Proficient
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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 if the school is not receiving 1003(g) School Improvement Grant Funds) are participating?

School 34 is in its third year of implementing the District's "More and Better" design, which is built on the National Center for Time & Learning's research-based framework of 7 essential elements. As prescribed in this model, the district funds a longer school day with embedded enrichment and targeted interventions for the entire school population. Each school day is 7.5 hours long (7:30 - 3:00) for the whole student body, for a total of an additional 300+ hours yearly. There are no individual choices about whether to enroll for the additional time; this is simply the hours of the normal school day for this school.

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

School 34 underwent a year-long planning process with the National Center for Time & Learning to identify the key needs of the school, and then to design an expanded day plan that would address the identified school-wide priorities. The school planned "to educate and meet the unique needs of the whole child. By increasing teacher collaboration and the time students are actively engaged in meaningful activities, students will learn to think in complex ways and apply academic concepts to real world experiences in arts, science, social studies, math and ELA." The stated School Wide Priorities at that time were:

- 1) Students will use the knowledge and skills in ELA and math to think in complex ways and apply those concepts to everyday situations.
- 2) Students will increase academic success through improved physical and mental health.

The redesigned day was lengthened in a way that gave all students differentiated intervention supports for 120 minutes a week, arts enrichment for at least 90 minutes a week and embedded time for social-emotional supports provided through Center for Youth, which provides research based social emotional supports. .

As stated in the Overview, close to 70% of students have scored a Level 1 on NYS exams over the past few years, which clearly demonstrated the need to increase time with teachers, but also to increase time for collaboration to differentiate and time to provide targeted interventions. While there is no common screening tool to document the Social-emotional needs of students, the observed need, plus referral and attendance data revealed the need to target social-emotional supports, to provide enrichment through the arts and to provide time to strengthen schoolwide practices such as PBIS.

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.

Again, the school RTIME team met for over 8 months during the 12-13 school year, working in subcommittees and conducting extensive including parents, teachers and students. Each stakeholder group was interviewed, surveyed and engaged through representative governance structures about their ideas for shaping the longer day. This outreach and input resulted in the approved SIF and NCTL plans. This team followed the NCTL and District-facilitated process that required extensive data analysis and new learning about the 7 essential elements (e.g.. weekly allotments of 120 differentiated support time for all students, 60 mins collaborative planning for teachers, 60 mins data meeting for teachers, and common formative assessments). Currently, the school continues these practices, with the instructional leadership team and SBPT as the representative body, monitoring and adjusting these needs. Additionally, the school has a social emotional learning team (including representatives from Center for Youth, social worker, psychologist, speech pathologist) that meets monthly.

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.

1. Leadership will work to marshal all resources in the school (time, collaboration, professional learning, partnerships) to continually improve the school's ability to differentiate and provide targeted interventions so that the % of students scoring at least a Level 2 on NYS ELA will increase from 26% in April 2015 to at least 37% in April 2017.
2. During the 2016-2017 school year, Dr. Louis A. Cerulli will continue to decrease the number of referrals by 15% of the 2015-2016 total.
3. By end of the 2016-2017 school year, Dr. Louis A. Cerulli will increase student proficiency in both ELA and Math by 5% over the 15-16 scores.

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.

Our school's stated philosophy: "We will create a community of independent thinkers who are empowered to attain success academically, artistically and socially. In partnership with parents and the community, we will deliver rigorous content and targeted skill instruction that supports the unique need of every learner." explicitly fosters high expectations and support for each child's need. The school's Tier 1 school climate focus is on the full implementation of Positive Behavior Intervention Systems which creates a safe learning environment. We also follow RTI, which includes the social-emotional needs of students. Our social emotional learning team (Center for Youth, social worker, psychologist, speech pathologist) meets monthly to discuss student needs.

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.

The 7.5-hour student day ensures that each student receives more than the required time with each content area, as well as 150 minutes of weekly interventions. Weekly interventions includes Encompass. The partnership provides an additional 3 teachers to support Walk to Intervention in ELA. Students also use blended learning opportunities during intervention utilizing computer based program. Additionally, each student receives 90 minutes a week of Arts Integration enrichment, taught by vetted community partner artists-in-residence. Ensuring the quality, CCLS-aligned instruction from teachers is supported through the 1.5 hours a week that teachers at School 34 receive job embedded professional learning, and targeted support from instructional coach. The quality and alignment of the partnership with Young Audiences is addressed in two ways: first, through collaboration time provided so that the artists in residence learn the key ELA themes necessary to support the true integration and secondly, through community-district partnership on the Youth Program Quality Assessment process. All of this collaboration and continuous improvement work is part of the District's systemic commitment to expanded learning time.

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.

School 34 has built a variety of practices and structures that support personalization over the past two years, as part of the full-school move to ELT, under the NCTL model. These structures include: 1) 1.5 hours of teacher collaboration time, with half devoted exclusively to routine and frequent data analysis of formative assessments and regrouping of students; 2) development of school-wide common formative assessments; 3) intense staff work on Chapmen & King's approach to differentiation within core instruction; 4) daily built-in time for intervention, including acceleration. All partnerships (Encompass, Center for Youth for targeted social-emotional supports, Artist for Arts Integration, AmeriCorps for flexible supports) are included in data-driven conversations about grouping of students and adjustments to curriculum and programming based on instructional leadership analysis of progress.

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.

Arts Integration is the chosen key strategy to engage youth in a variety of the arts, building both engagement, confidence and the skill development in the arts. An Arts Integration teacher and community partnership make integrated enrichment in a variety of arts possible, linked to literacy and the ELA themes. Students exercise choice about which of the arts to pursue. Through the arts, students learn vocabulary, problem-solving and persistence, in addition to the discipline. They also make decisions and take on leadership roles. **Our school's community partnership with artists in residence into the school, providing a link to the world of work /career pathways. Students work collaboratively with artist and learn about the many career paths involved with the arts. During the course of the school year, students will be involved with publications as well as theatre and dance performances.**

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.

Per the NCTL research-based model, one of the 7 essential elements of quality expanded learning time is increased time for teacher collaboration. This model calls for embedded community partners to work with students on enrichment during the school day, so that teachers can have increased collaboration time. At our school, teachers have 1.5 hours a week of collaboration time with their grade level team. This time is divided between a focus on data (looking at student work, and formal assessment data) and a focus on planning differentiated lessons. The instructional coaches lead this work, and link it to the in-classroom coaching. The principal holds individual lesson and student data reviews with each teacher three times a year, which further frames the ongoing process of self-reflection and embedded PD.

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.

As noted, the ELT model adopted by the District and School 34 incorporates regular grade level team meetings, devoted to the analysis and use of formative assessments. School 34 has established a calendar of formative assessments that include the fall-winter-spring NWEA, 4 common writing prompts at each grade level, consistent use of the curriculum assessments (CUDAs) as well as the district-developed math checkpoints. Following administration of each, the grade level team assesses the results during collaboration time and uses the data to group students for intervention, but also to plan differentiated lessons.

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.

Over the past year, the Principal has worked closely with the School Chief of Transformation, the School Innovation School Ambassador (overseeing SIF), the Director of Expanded Learning to make decisions about how best to build the program and strategically fund the program. Sustainability has been a large part of the discussion, and both staffing and partnership decisions have been made with this in mind. The Community Engagement Team has been formed and will take an active role in the quarterly monitoring and longer-term decision-making. Supports from the Office of School Innovation will continue to support the work of integrating funding streams to support the program design at School 34.

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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input checked="" type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | 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).

Visible impacts included: 1) master schedule was developed that extended the school day and included job embedded professional learning time ; 2) Using that time, as a staff we established quarterly writing prompts and rubrics to help increase our students' achievement; these were used consistently; 3) We continued professional learning on differentiation (Growing, Ray of Sunshine, All Fired Up) building-wide to increase staff knowledge, understanding and comfort with differentiation; 4) All classrooms include data walls aligned to learning targets and differentiation model of Growing, Ray of Sunshine, All Fired Up; 5) Collaborated with Community-Based Organizations to add Crisis Intervention personnel to reduce disciplinary referrals and suspensions. School #34 had a 25% reduction in referrals with this new partnership.

- 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.

Based upon our mid-year self-assessment and staff discussions as a school, we adjusted our interventions by reviewing the NWEA, writing prompt and common unit assessment data. The data adjusted our intervention and enrichment grouping and action plans. We also refocused our grade level meeting professional development and discussions to identify and assess strategies that will help address the instructional gaps and needs of each group of students, and instructional coaches provided more explicit instruction and feedback to teachers

In developing the CURRENT YEAR'S plan:

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

We are continuing the path we're on, deepening our understanding of differentiation of core instruction. This includes ensuring a schedule that supports job embedded professional learning with a focus on differentiation, data, and student engagement. It also includes creating a lesson plan template that helps teachers include differentiation in their planning of product, process, and content. We will also continue to get more sophisticated in providing differentiated levels of support targeted to student needs by reviewing data at monthly meetings. Utilizing the common formative assessments (writing prompts) anchors this work at all grade levels. Parents will understand differentiation and data to better support their children at home. Making school more engaging through Arts Integration also continues as a focus.

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

1) Writing - based on NYS Assessment Data students had difficulties with constructive response questions on the NYS 3-8 ELA Assessment. Looking at the NYS 2 point rubric students are evaluating their writing and the quarterly writing prompts to improve their writing. 2) ELA - Continue to increase student achievement on the 3-8 ELA assessment, driving to substantially decrease the number of students scoring Level 1. School #34 has demonstrated growth the last two years and will continue to focus on increasing student achievement on the NYS ELA assessment.

- 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.

We will create a community of independent thinkers who are empowered to attain success academically, artistically and socially. In partnership with parents and the community, we will deliver rigorous content and targeted skill instruction that supports the unique need of every learner. School #34's focus on differentiation leads to a more targeted intervention that is tailored to individual students. School #34's partnership with both Young Audience of Rochester helps students achieve success through the arts, Academically School #34 partners with Encompass providing our students small group intervention based on our differentiation model. Socially School #34 partners with Center for Youth to provide support to our students and reduce the number of referrals and rate of recidivism.

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

The specific goals below have been identified through the SCEP process. However, please also see the metrics submitted to SED based on Receivership, which are very specific to subgroups.

1. By the end of the 2016-2017 school year, Dr. Louis A. Cerulli with decrease the kindergarten chronic absence percentage to under 33% and grades 1-3 chronic absence percentage to under 28%.
2. During the 2016-2017 school year, Dr. Louis A. Cerulli with continue to decrease the number of referrals by 15% of the 2015-2016 total.
3. By end of the 2016-2017 school year, Dr. Louis A. Cerulli will increase student proficiency in both ELA and Math by 5% over the 15-16 scores.
4. The percentage of students scoring at least a Level 2 on NYS ELA will increase from 26% in April 2015 to at least 37% in April 2017.

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

Principal will ensure that time in the schedule is provided for grade level job embedded professional learning on the use of differentiation. Instructional coaches will provide embedded coaching and feedback to staff. Community partners are contracted with and embedded into the longer daily schedule to ensure arts integration, intervention and social emotional supports are in place for the students. There are 6 half-days designated for building-wide professional learning. There is a regular schedule of feedback to staff to enhance practice through classroom walkthroughs and observations.

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

As in all schools, the varied levels of teacher knowledge and levels of implementation create potential barriers, as does teacher readiness to receive feedback in order to enhance practice. There are always barriers associated with time and scheduling, even as we enter Year 3 of the ELT schedule. Collaboratively the building will address the schedule and time issues, working toward our "new normal." Professional learning on Mindset and "You Don't Have to Be Bad to Get Better" will continue to create a culture of reflective practice.

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

Professional development will be provided during Grade Level Meetings, the 1.5 hours per week. The focus of the meeting will be to increase staff comfort and use with data and differentiation, with an emphasis on dynamic data that informs the instruction the next day. Following the NCTL model, we provide weekly data meetings and weekly collaborative planning time, because both the analysis and looking at students work and the application of that to planning are critical. This provides time for coaches to deeply support grade levels in developing and using the common formative assessments, which research is clear is a high-impact strategy for learning. As noted elsewhere in the SCEP, our NWEA and NYS data show growth, so we know that differentiation is the right key pathway, and we need to continue to strengthen our abilities in this area. Additional time during 1/2 day professional developments will focus on differentiation, data and social emotional learning. The professional learning opportunities will utilize the learning designs and protocols that are provided by the district. The principal will work with the coaches to turnkey the professional development on adult learning theory acquired during the STLE-D lead principal training.

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

The principal will utilize presentation to parents to lay the groundwork for implementation. We will also make efforts to connect all the work to the school vision and mission. Continuous communication will come by way of written communication, staff meetings, parent town hall meetings, breakfast with the principal, weekly updates, monthly parent letters, website, robo calls, google chrome documents, and google classroom.

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

School website, hard copies in office, presented at faculty meetings and parent events.

• 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.

Family Outreach provided by the District

- Sending letters home with current students informing families of opportunities for enrollment in prekindergarten or kindergarten classrooms within the school.
- District-wide Transition to Kindergarten Family Event (School No. 33 location and other schools support and promote this event) Displayed sample bags in schools advertising the event.
- School Orientations before school begins (individual school dates and times)
- Participation in the Prek and Kindergarten Registration Fair held Saturday, February 7, 2015

Curriculum Alignment and Professional Development

- Prekindergarten and kindergarten teachers developed a scope and sequence for the High Scope Preschool Curriculum adopted for use in prekindergarten classrooms during Summer 2014.
- Prekindergarten and kindergarten teachers attended professional development together at a four day Summer Institute held at Monroe Community College during August. Principals supported this initiative by sending staff to receive training, learning how to interpret the results as part of their overall assessment monitoring.

Records Sharing

- Student Portfolios from prekindergarten are transferred to elementary schools where students are registered in September. The buildings facilitate distributing the portfolios to kindergarten teachers.
- Principals have access to prek data for the classrooms they supervise through an online system.

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					
Student Average Daily Attendance					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				X	
Student Discipline Referrals				X	
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities	X				
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development					
Parent Attendance at Workshops					X
Parent Participation in District/School Surveys					X
Student performance on school-developed common writing prompts/formative assessments	X	X			
principal review of lesson plans and student progress	X	X			
administrative walkthrough data			X	X	

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	11/3/2015-11/5/2015

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.	Based on the feedback from the DTSDE, and our NWEA fall to spring growth, we know that our efforts to support teachers in providing differentiated instruction are paying off; however the fact that 74% of our students scored a Level 1 show that there is still much work to be done. Therefore, we need to continue to enhance the structures and practice of all stakeholders (students, teachers, parents and community partners) to see more growth in our students.
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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.	Leadership team will work to marshal all resources in the school (time, collaboration, professional learning, partnerships) to continually improve the school's ability to differentiate and provide targeted interventions so that the % of students scoring at least a Level 2 on NYS ELA will increase from 26% in April 2015 to at least 35% in April 2017.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	5x a year of written feedback to teachers through lesson plan reviews, walkthroughs, observations, and meetings. Grade level analysis of student performance from each of these: 4 common writing prompts, 3 common NWEA, 2 common Math Assessments Grade level teams minutes and LASW artifacts
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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.
Jun-16	Aug-16	Principal / registrar create a master schedule that protects 1.5 hours of teacher collaboration time each week.
Aug-16	Oct-16	Coach and principal create Learning from Student Work Protocols.
Jun-16	Oct-16	Coach and principal create an assessment calendar for the 16-17 school year and teachers will administer assessments.
Jun-16	Sep-16	Grade level representatives worked to enhance the writing prompts and rubrics based on what we learned from the 14-15 school year.
Sep-16	16-Dec	Coach and principal create data protocols and share during grade level team meetings. The focus will be to move from data collection to action planning.
Sep-16	Jun-17	Grade level teams meet 1.5 hours per week, facilitated by instructional coach to review frequent formative assessments and continually differentiate core instruction and intervention. Using Chapman and Kings model.
Sep-16	Jun-17	Admin team utilizes frequent walkthroughs and observation to provide each teacher with written feedback five times a year to demonstrate progress on the use of data, differentiation, assessments to inform instruction.
Oct-16	Jun-17	Principal meets with each teacher for lesson plan review and discussion of student data to assess the use of differentiation and student progress.
Sep-16	Jun-17	Principal will collaborate with community partners to create a few website videos or other outreach materials to provide parents an additional resource to understand data, differentiation and vocabulary used in school
Jun-16	Sep-16	Create a Professional Development plan to address differentiation, student engagement, writing and questioning for the 16-17 school year

Sep-16	Jun-17	The arts integration teacher-on-assignment, ELRC and artists-in-residence collaborate to provide students a deeper understanding of ELA by integrating grade-specific literary themes and vocabulary into expanded learning time enrichment. This work is done daily with students and these staff also have job-embedded planning/ professional development time 1.5 hours per week.

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. HEDI Rating:	Developing
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	11/3/2015-11/5/2015

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.	Based on the past DSTDE, lesson plan reviews and observations, School 34 has embraced the practice of Chapman and King's approach to differentiation and it is evident in classrooms. However, based on our high number of Level 1s, there is a need to continue to strengthen the effectiveness of the planning for differentiation. The use of common formative assessments during collaborative time is an essential piece of this work, but we are focusing in on the use of assessment data for instruction.
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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 34 teachers will build on current practices to develop more explicit effective differentiated lesson plans in ELA and Math, as evidenced by: 1) 75% of teachers' adoption of a lesson plan including explicit planning for differentiation by January, 2016; and 2) Enhanced evidence on Danielson's element 1f by June 2016 when compared to prior year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	SBPT adoption of lesson elements Walkthrough data Principal lesson review in Fall and Winter

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.
Aug-16	Aug-16	School leadership and Coach will review lesson plan criteria approved by SBPT in 2015-2016.
Sep-16	Jun-17	During weekly grade level team meetings, with the assistance of coach, teachers will analyze data and design differentiated activities to go along with Common Core lessons provided by the district.
Sep-16	Jun-17	Through job-embedded coaching (1.5 hour collaborative grade level time per week), coach will provide direction and feedback in creating and maintaining "dynamic" data walls that change daily to show mastery / progress on learning targets.
Sep-16	Jun-17	School leadership and coach will develop and implement a professional learning plan that provides explicit instruction in formative and summative assessments, as well as how to use the results in daily planning, and how to effectively maintain progress monitoring.
Sep-16	Jun-17	School leadership utilizes frequent walkthroughs and observation to provide each teacher with written feedback at least three times a year to demonstrate progress on the use of data, differentiation, assessments to inform instruction.
Oct-16	Jun-17	School leadership meets with each teacher for lesson plan review and discussion of student data, one time a year to assess the use of differentiation and student progress.
Sep-16	Jun-17	Arts Integration will provide students ELA enrichment through differentiated lessons and choice (theatre, dance, visual arts) to help students better understand ELA themes.
Sep-16	Jun-17	Arts integration artists will work with instructional coach and Extended Learning Resource Coordinator to create aligned themes to embed in visual arts, dance and theatre. The aligned themes will provide students differentiated support to learn concepts and standards.

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. HEDI Rating:	Effective
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	11/3/2015-11/5/2015

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.	Based on the past DTSDE, lesson plan reviews and observations, School 34 has embraced the practice of Chapman and King's approach to differentiation and it is evident in classrooms. Our NWEA data shows that we shrunk the gap to the grade level norm in every grade level except 1 (different grades for Reading and Math), validating that formative assessment and differentiation is the right path. However, based on our high number of Level 1s (76%) on ELA NYS exam, there is a need to continue to strengthen the effectiveness of the differentiation. The use of common formative assessments during collaborative time is an essential piece of this work, but we are focusing in on the use of assessment data for instruction, and guiding teachers in differentiating daily instruction in ELA and math.
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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 34 teachers will build on current practices to strengthen differentiation in daily instruction in ELA, such that: Leadership team will see more and stronger evidence of effective practice in Danielson's 3d element by June 2016, compared to prior year Every grade level will close the gap to national norm mean RIT from Fall to Spring NWEA administration.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Bi-monthly walkthrough data on 3d NWEA fall to winter data Minutes from weekly data and collaborative planning time
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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.
Sep-16	Jun-17	During grade level common planning time, coach and teachers will review and reflect monthly on differentiated lesson plans, including samples of student work/formative assessments and the effectiveness of various types of differentiation.
Sep-16	Jun-17	School leadership and coach will develop and implement a professional learning plan that provides explicit instruction in formative and summative assessments, as well as how to use the results in daily planning, and how to effectively maintain progress monitoring.
Sep-16	Jun-17	Teachers and coach will use data from formative assessments (NWEA, common writing prompts, curriculum assessments) to set goals for instruction based on the varying levels of students. Continued framework is Chapman & King's approach to differentiation and using the three levels of differentiation "All Fire Up, Ray of Sunshine and Growing"
Sep-16	Jun-17	Teachers and students will use data to set goals and monitor their own progress. Coach will work with teachers during 1.5 hours of CPT to develop more dynamic data walls that change daily to demonstrate individual student progress used to shape instruction the next day.
Sep-16	Jun-17	Arts integration teachers lesson plans will include evidence to links to CC curriculum, opportunities for choice, and differentiation.
Sep-16	Jun-17	School leadership will utilize frequent walkthroughs and observation to provide each teacher with written feedback at least monthly to demonstrate progress on the use of data, differentiation, assessments to inform instruction.

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. HEDI Rating:	Developing
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	11/3/2015-11/5/2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	School #34 needs to continue to reduce the number of referrals and suspensions in order to ensure that students are in class and learning. This, plus our DTSDE recommendation to increase adult capacity to respond to student needs in ways that mitigate trauma and conflict lead us to focus on ensuring that supports are provided to both staff and students.
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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 #34 will demonstrate a 15% reduction in the number of students with three or more suspensions to reduce the amount of out of class time through the effective utilization of a curriculum/ program, such as arts integration, ELT, to support and measures social and emotional developmental health for students as evident by tracking referral data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly referral data reviewed by admin and SBPT, monthly "watch list" for students with a suspension, so that we quickly see if one student adds a referral or suspension

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.
May-16	Sep-16	The Student Support Team will identify a preliminary case load of students for progress monitoring at the start of the school year. The Center for Youth Crisi Prevention worker will set up groups and action plans to support the students.
Aug-16	Sep-16	School leadership and support staff will connect with families and students prior to the 16-17 school year to develop stronger relationships and to adjust plans for the school year.
Sep-16	Jun-17	School leadership and coach will will provide quarterly professional development to staff on social emotional development health and connection to learning experiences through a variety of school, district, and state level resources.
Sep-16	Jun-17	CFY crisis prevention worker along with Alternative to Suspension workers will provide evidence-based workshops to students identified at greatest risk of social emotional difficulty in school as evident by a review of previous years behavioral data. Workshops will be provided based on teacher referral, Student Support Team recommendation, or as an intervention recommended through RTI.
Sep-16	Jun-17	Extended Learning Resource Coordinator, Arts Integration support and Coach will provide Arts integration teachers with monthly professional development on student engagement and classroom management.
Sep-16	Jun-17	Arts Integration teacher will establish on-going preformaces to connect students with the arts and School #34 in order to increase positive behaviors and school connectedness, reducing student behavior and disengagement.

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. HEDI Rating:	Developing
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	11/3/2015-11/5/2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	School 34 knows that parents are the best resource to support social-emotional and academic learning at home, but we don't have a fully developed plan about how to do that most effectively. The first and most basic need is to engage our parents in finding out what topics they would be interested in, and what kinds of learning works best. We haven't yet developed a way to find the information that families would find more valuable beyond conversations with a small few. This need for more strategic engagement of parents is supported by the recommendation in our 15-16 review that stated the need to establish the learning needs of our families. In the meantime, we will also need to continue to communicate in more parent-friendly ways about differentiation and their child's progress.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable,	School 34 will develop, administer a survey to get parent input by January 2017, and will have a responsive plan of learning opportunities developed by March 2017
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Survey goal shared at SBPT; draft survey developed; participation rate of survey, survey results (after plan developed and implemented, can track parent attendance)

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.
August-16	October-16	Leadership team and instructional coach will create one page FAQ for parents, to hand out at October Parent/teacher conferences, that explains differentiation and what the three levels mean (Growing, Ray of Sunshine, Fired Up)
August-16	June-17	Teachers will determine as a grade level what data will be shared at conferences in a parent friendly manner.
August-16	June-17	During parent/teacher conferences share FAQ on differentiation as well as student performance data on their child.
August-16	June-17	Leadership team and all grade levels will include information on data and differentiation at parent nights/events
October-16	November-16	Leadership team will engage coaches, PTA, SBPT and the parent liaison in developing a survey for parents regarding what topics/interests they have, what their preferences on when/how to learn, and the best ways to communicate about differentiation and data.
September-16	November-16	During parent events Open House, Parent Conferences and Curriculum Night the computer lab will be open for Parents to complete the parent survey. A Link will be on the home page of the website and included in communications sent home.
December-16	January-17	Leadership team and SBPT will determine how to best analyze the survey results and create parent education plan.
September-16	June-17	School leadership and SBPT will communicate data from the survey to the school staff. Administration will present changes and modification to the parent education plan determined by SBPT.