

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Theodore Roosevelt School No. 43

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

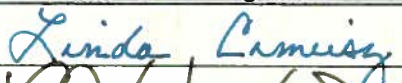

Contact Name	Richard Smith	Title	Principal
Phone	458-4200	Email	richard.smith@rcsdk12.org
Website for Published Plan	www.rcsdk12.org		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the 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
Interim 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.


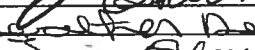
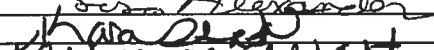

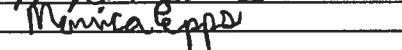
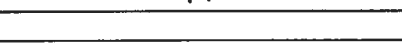

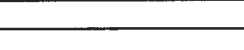
Theodore Roosevelt School #43

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)	Location(s)	Meeting Date(s)	Location(s)
May 16, 2016	School #43		
May 23, 2016	School #43		
May 25, 2016	School #43		
May 31, 2016	School #43		

Name	Title / Organization	Signature
Rick Smith	Principal /School #43	
Chanta Willis	AP/School #43	
Heather Devos	Secretary School #43	
Lisa Alexander	Parent Liaison/Rep/ School #43	
Kara Stadt	SpEd/RTI Specialists/School #43	
Katherine Ewart	K-3 Teacher Rep/School #43	
Michelle Johnstone	4-6 Teacher Rep/School #43	
Monica Epps	Parent Rep/School #43	



School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	538	% Title I Population	88%	% Attendance Rate	
% of Students Eligible for Free Lunch	100% District eligibility	% of Students Eligible for Reduced-Price	85%	% of Limited English Proficient Students	<5%	% of Students with Disabilities	10%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	1%	% Black or African American	60%	% Hispanic or Latino	16%	% Asian, Native Hawaiian / Other Pacific Islander	4%	% White	19%	% Multi-Racial	0%

School Personnel							
Years Principal Assigned to School	6	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0%	% of Teachers Teaching Out of Certification Area	0%	% Teaching with Fewer than 3 Years of Experience	3%	Average # of Teacher Absences	

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 Rate?	n/a
ELA Performance at Level 3 and Level 4	Yes	Math Performance at Level 3 and Level 4	Yes	Science Performance at Level 3 and Level 4	No	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)	

School Information Sheet

Persistently Failing School (per Education Law 211-f)	No	Failing School (per Education Law 211-f)	No	
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Did Not Meet Adequate Yearly Progress (AYP) in ELA

	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	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
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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 checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input 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 checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input 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 |
|--------------------------|-------------------------------------------|

	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 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).

The most significant areas of positive impact revolved around Tenets 3 and 4. These two areas reflected growth in the areas of development and practices to increase student achievement. More classroom teachers implemented and demonstrated a knowledge of the schools goals and focus to support overall growth in all areas with all stakeholders.

- 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.

Areas that have been corrected and supported further include Tenet 4 and teacher practices. Teacher practices include more fluent lesson planning, implementation of Differentiated instruction and integration of all special subject areas with classroom themes and goals.

In developing the CURRENT YEAR'S plan:

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

Since we did see growth in the targeted goal areas, we will continue to support and focus on teaching practices and utilization of resources. Highlighted areas include deeper learning and implementation with differentiated instruction, use of technology, grade level planning, student data binders and student/teacher conferencing.

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

Highlighted areas include deeper learning and implementation with differentiated instruction, use of technology, grade level planning, student data binders and student/teacher conferencing.

- 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: To provide every student with a strong foundation that will ensure them the skills necessary to be successful at the next levels: high school, college, professional employment.
 Vision: Theodore Roosevelt School No. 43 strives to provide each student with an education that will enable him/her to experience success. Our school community is committed to providing a safe, respectful, and supportive school environment that promotes self-discipline, motivation, responsibility, and excellence in learning.
 Identified needs will be aligned with mission and vision. The needs were identified as followed;

Data was gathered through the DTSDE, focusing on consultant feedback, self review and district/school needs. Tenet areas receiving less than effective will be addressed in PD and focused on

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

There will be an increase of 10-15% for each subgroup on NWEA or NYS ELA and Mathematics depending upon the grade level.

- 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 #43. Common Grade Level Planning time, common and efficient central scheduling, skill based RTI and instruction, departmentalization at selected grade levels, weekly PD opportunities on focused areas,

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

A few but not limited too, barriers include, funding for various PD's, non mandated after hour school meetings/PD's, Inconsistent planning and commonality of lesson plans(no mandatory common plan types.

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

In accordance to staff/school needs, main focus will be on increasing Tenets 3 and 4. Majority of these two tenets align/cross with APPR Domains 1-3. Therefore staff goals will be set in those domains and specifics will be geared toward the data results from the DTSDE feedback. These will begin July 2014 and continue throughout the school year June 2015. A few, but not limited too include the following; Domain 1(Planning and Preparation)to drive instruction;; ELA Unit Assessments Creation and Use, ELA/Math Common Core Lesson Development, Use and design Coherent Instruction, Writing Effective Lesson Plans(emphasis on differentiated instruction), Developing Unit Assessments (K-2 Math/ELA), Domain 2(Classroom Environment) to drive instruction; PBIS (PAWS Activities and Implementation of Cultural and Acceptable Climate, Supporting a Positive School Community (Use of Playworks for teachers), Domain 3 (Instruction) to drive achievement; Action Based Learning within the classroom, Enriching Instruction with Technology, Collaborative Instruction with Special Subjects/Classroom Curriculum, Teacher/Student Conferencing and Self Goal Setting.

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

As listed previously, school and members will utilize email communication, monthly newsletters, robo-calls, online classroom/school website, parent conferences and involvement in monthly PTO and curriculum nights.

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

The updated/current plan will be shared at town meetings, parent conference nights, open house, community agency events and on line. To RCSD Website and School Website

- 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.

Actions to assist include involvement of family curriculum nights, PTA, classroom visits and multi level sharing

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 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 professional development and/or mentoring or replaced. The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle.

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

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

Data to drive instruction. The use of collaborative efforts among staff to use data at all grade levels to drive rigorous and focused instruction and "DI" to meet the needs of all students.

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

The mission/vision is a working document that begins July 1st and continues through June 30th. The implementation is overall and particular areas are adjusted as needed(via data self reflections and consultant suggestions) Therefore the focus is continuous with adjustment to meet the needs of all students in an effort to increase student achievement and involvement.

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

Timeline of events were derived from the data, self assessments and consultant assessments of current programming and implementation. Focus and PD have been targeted to start immediately;(July 2016 and continue to be sustained through the current school year with adjustments made as needed.

Priority Schools: Whole School Reform Model

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

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions 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.

[Redacted]

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.

[Redacted]

2. Organizational Plan

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

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

[Redacted]

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.

[Redacted]

Priority Schools: Whole School Reform Model

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

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at <http://www.p12.nysed.gov/oisr/>.

1. Describe the schedule that will result in implementation of a whole school reform model no later than the 2018-19 school year.

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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 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					
Student Average Daily Attendance	x	x	x		x
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)	x			x	x
Student Discipline Referrals	x			x	x
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate	x	x	x		
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development	x	x	x	x	x
Parent Attendance at Workshops	x	x	x	x	x
Parent Participation in District/School Surveys	x			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. Most Recent DTSDE Review Date:	Oct-15
B2. DTSDE Review Type:	SED Integrated Intervention 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.	Currently the following students are reading at or above grade level; Kinder 13%, 1st Grade 25%, 2nd Grade 23%, 3rd Grade 39%, 4th Grade 26%, 5th Grade 20%, and 6th Grade 35%. School 43 will increase student achievement as evident in STAR Reading and NWEA scores by 15%; providing targeted professional learning opportunities for best practices in curriculum instruction. These professional learning opportunities should include; teacher reflection on implementation of strategies into the classroom, student data as evidence, and School Leaders should provide actionable feedback to teachers. (need to add data from STAR and NWEA)
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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 43 Administrator and Teachers will increase student achievement in STAR Reading and NWEA scores by 15% (as evident in student STAR Reading data) by teachers participating in 36 hours of targeted professional learning opportunities focusing on Differentiated Instruction and Response to Intervention (as evident by sign in sheets, correlated informal walkthrough classroom observations checklist, and completed Response to Intervention Learning Plans) on a 6 week rotation/basis.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly STAR Assessments, beginning, middle and end of year NWEA Assessments, Professional Learning Opportunity Review, Grade Level Meeting participation, review Response to Intervention Learning Plans, and Observation data.
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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.
July	through end of school year	Creation and implementation of Testing Calendar for NWEA and STAR Assessments
July	through end of school year	Development and implementation of Professional Learning opportunities aligned to SCEP goals.
September	through end of school year	Development and implementation of Formal and Informal Observations
September	through end of school year	Development and implementation of Grade Level Meeting Planner with quarterly reviews
September	through end of school year	Development and implementation of individual RtI Learning Plans, with quarterly reviews

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:	Oct-15
B2. DTSDE Review Type:	SED Integrated Intervention 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.	Currently the following students are reading at or above grade level; Kinder 13%, 1st Grade 25%, 2nd Grade 23%, 3rd Grade 39%, 4th Grade 26%, 5th Grade 20%, and 6th Grade 35%. School 43 will increase student achievement as evident in STAR Reading and NWEA scores by 15%; providing targeted professional learning opportunities for best practices in curriculum instruction. These professional learning opportunities should include; teacher reflection on implementation of strategies into the classroom, student data as evidence, and School Leaders should provide actionable feedback to teachers. (need to add data from STAR and NWEA)
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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 43 Administrator and Teachers will increase student achievement in STAR Reading and NWEA scores by 15% (as evident in student STAR Reading data) by teachers participating in 36 hours of targeted professional learning opportunities focusing on Differentiated Instruction and Response to Intervention (as evident by sign in sheets, correlated informal walkthrough classroom observations checklist, and completed Response to Intervention Learning Plans) and utilizing a common lesson plan template to develop plans, on a 6 week rotation/basis.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly STAR Assessments, beginning, middle and end of year NWEA Assessments, Professional Learning Opportunity Review, Grade Level Meeting participation, review Response to Intervention Learning Plans and Lesson Plans, and Observation data.
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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.
July	through end of school year	Creation and implementation of Testing Calendar for NWEA and STAR Assessments
July	through end of school year	Development and implementation of Professional Learning opportunities aligned to SCEP goals.
September	through end of school year	Development and implementation of Formal and Informal Observations
September	through end of school year	Development and implementation of Grade Level Meeting Planner with quarterly reviews
September	through end of school year	Development and implementation of individual RtI Learning Plans, with quarterly reviews
September	through end of school year	Review and implementation of Lesson Plan Templates, with quarterly reviews

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:	Oct-15
B2. DTSDE Review Type:	SED Integrated Intervention 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.	Currently the following students are reading at or above grade level; Kinder 13%, 1st Grade 25%, 2nd Grade 23%, 3rd Grade 39%, 4th Grade 26%, 5th Grade 20%, and 6th Grade 35%. School 43 will increase student achievement as evident in STAR Reading and NWEA scores by 15%; providing targeted professional learning opportunities for best practices in curriculum instruction. These professional learning opportunities should include; teacher reflection on implementation of strategies into the classroom, student data as evidence, and School Leaders should provide actionable feedback to teachers. (need to add data from STAR and NWEA)
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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 43 Administrator and Teachers will increase student achievement in STAR Reading and NWEA scores by 15% (as evident in student STAR Reading data) by teachers participating in 36 hours of targeted professional learning opportunities focusing on Differentiated Instruction and Response to Intervention (as evident by sign in sheets, correlated informal walkthrough classroom observations checklist, and completed Response to Intervention Learning Plans) and utilizing a common lesson plan template to develop plans, by student conferencing every two weeks, by increasing student engagement, and by implementing, reviewing and changing pacing of instruction to accommodate student needs. All on a 6 week rotation/basis.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly STAR Assessments, beginning, middle and end of year NWEA Assessments, Professional Learning Opportunity Review, Grade Level Meeting participation, review Response to Intervention Learning Plans, District Pacing Guides, Student Conferencing, Student Engagement, and Observation data.
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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.
July	through end of school year	Creation and implementation of Testing Calendar for NWEA and STAR Assessments
July	through end of school year	Development and implementation of Professional Learning opportunities aligned to SCEP goals.
September	through end of school year	Development and implementation of Formal and Informal Observations
September	through end of school year	Development and implementation of Grade Level Meeting Planner with quarterly reviews
September	through end of school year	Development and implementation of individual RtI Learning Plans, with quarterly reviews
September	through end of school year	Implementing, reviewing and changing pacing of instruction based on student needs
September	through end of school year	Review and implementation of Student Conferencing sheets
September	through end of school year	Develop and implement tools to increase student engagement

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:	Oct-15
B2. DTSDE Review Type:	SED Integrated Intervention 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.	Currently School Case Managers don't meet with grade level teams and there are 20 PAWS lessons created. School 43 students social and emotional developmental health would benefit from identifying and responding to student needs to improve student achievement. School Case Managers will meet with grade level teachers to discuss and monitor student's social emotional developmental health needs. In addition protocols and consistent implementation of the PAWS program and development of social emotional supports will be developed to address individual student needs.
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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 43 will ensure all students social and emotional needs are identified and supported to increase student achievement through the development and implementation of 25% more PAWS lessons and activities along with School Case Managers meeting with grade level teachers quarterly to discuss and monitor students social and emotional development health need to increase student achievement by 10%.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	We will develop PAWS lessons and activities to ensure school community understanding of PAWS expectations to increase student social emotional developmental health needs. School Case Managers will meet with grade level teachers quarterly to monitor students social and emotional development health needs.
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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.
August	through the end of the school year	PAWS team will review, develop and implement PAWS lessons and activities
September	through the end of the school year	School Administration will develop a protocol for progress monitoring PAWS lessons and activity implementation
September	through the end of the school year	School Case Managers will meet with grade level teachers quarterly
September	through the end of the school year	School Administration will develop a protocol for progress monitoring Case Manager meetings with grade level teachers

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:	15-Oct
B2. DTSDE Review Type:	SED Integrated Intervention 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.	Currently 10% of the teachers communicate on a weekly phone call to parents; both positive and concerns. Currently parents participate in school activities 5% of student population. School 43 doesn't have a clear communication plan for reciprocal parent involvement in student achievement and participation in school events. School 43 will increase its communication by 100% regarding student achievement, understanding how to support student needs and healthy living. School 43 will provide targeted support to ensure parents understand social emotional workshops, home to school connections to support higher academic achievement and family nights to build community increasing to 20% of student population.
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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 43 will develop a communication plan for reciprocal parent involvement in student achievement and participation in school events, to affect an increase in participation by 100%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	We will develop and communicate an event calendar, curriculum night calendar, collect updated parent contact information, utilize Robo-Calls/emails, implement text alerts, communicate student achievement via report cards, RtI Learning Plans and STAR/NWEA reports, parent workshops, and update school website with links directly connected to STAR Instructional Reports for at home practice on targeted skills.

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.
July	through end of school year	Administrator and Leadership Team will develop, communicate and implement curriculum nights
July	thorough end of school year	Administrator and Leadership Team will identify, develop and present Parent Workshops
July	through end of school year	Adminstrator, Leadership Team and Staff will update school website to align with skills listed on STAR Instructional Planning Report for at home practice.
September	though end of school year	Teachers and staff will collect updated parent contact information
September	through end of school year	Leadership Team will create and send out Robo-Calls, Robo-Emails and Text Alerts for events
September	through end of school year	Teachers will communicate student achievement via report cards, RtI Learning Plans and identified STAR/NWEA reports - quarterly
September	through end of school year	Teacher will communicate with parents on a weekly basis and record this information on Student Contact Logs on the Intranet
September	thorough end of school year	School Leadership will review and analyze communication logs on a monthly basis and follow up with teachers