

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010017
School Name:	Enrico Fermi School #17

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

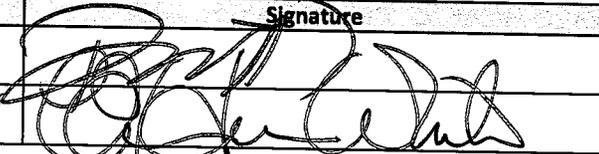
Contact Name	Caterina Leone-Mannino	Title	Principal
Phone	(585) 436-2560	Email	Caterina.Leone-Mannino@rcsdk12.org
Website for Published Plan	www.rcsdk12.org/17		

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

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

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

Emm

WORKING DOCUMENT
18-19

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.

- 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) and §3012(d) .

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

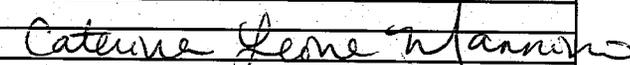
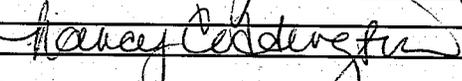
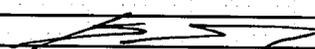
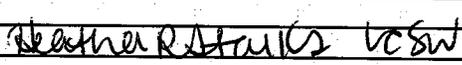
- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

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)	Location(s)	Meeting Date(s)	Location(s)
December 21, 2017	School #17 (Review DTSDE Recommendations)		
April 30, 2018	School #17 (SIG Q3 Report & Continuation Plan)		
June 23, 2018	School #17 (SBPT meeting, review deadlines)		
June 27-29, 2018	ILT Retreat/ Instructional Priority Planning		
July 17, 2018	School #17 (SBPT meeting, SCEP approval)		

Name	Title / Organization	Signature
Leone-Mannino, Caterina	Principal/ RCSD School #17	
Cronmiller, William	Assistant Principal/ RCSD School #17	
Coddington, Nancy	Assistant Principal/ RCSD School #17	
Agüero, Hezir	Teacher/ RCSD School #17	
Cruz-Phommany, Analý	Teacher/ RCSD School #17	
Martinez, Elaine	Teacher/ RCSD School #17	
DeMario, Marisa	Teacher/ RCSD School #17	
Skovira, Kyle	Teacher/ RCSD School #17	
Vives, Alva	Teacher/ RCSD School #17	
Jackett, Deborah	Teacher/ RTA Union Representative RCSD School #17	
Starks, Heather	Community School Site Coordinator/ CET Co-Chair, CCSI	
Meeker, Elizabeth	Project Lead / CCSI	
Benjamin, Scott	CET Co-Chair / Charles Settlement House, Charles Neighbors in Action	
Fernandez, Leticia	Parent / RCSD School #17	
Rodriguez, Limarie	Parent / RCSD School #17	

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 type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" 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 type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input checked="" 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 type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input checked="" 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).

Increase student average daily attendance to 87.8% (from 87%); decrease average days absent for chronically absent students by 36% from 37.6 to 24 days, reduce School Violence Index from 1.24 to 0.96, increase ELA projected proficiency Level 2 and above from 29.5% to xxx, increase Math projected proficiency Level 2 and above from 16.6% to xxx; increase Science proficiency from 33.0% to 43.1%; Implement Community School Model to 60% of National Standards with fidelity; improve Gr 3-8 ELA for Hispanic Students from 30.4% to xxx; improve ELA for LEP students level 2 and above from 21.1% to xxx; provide 200 hours of Expanded Learning;

- 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.

[see Receivership Quarter 3 Report & Continuation Plan:](#)

<https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/96//2017%202018%20Continuation%20Plans/17%20SIG%20Quarter%203%2017-18%20Final.pdf>

In developing the **CURRENT YEAR'S** plan:

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

Dual Language Enrichment Model -- implementation of Gomez/Gomez dual language enrichment model continues, with expanded focus on bilingual language progressions and common underlying language and literacy skills. Added 74 students from Puerto Rico, post hurricane Maria.

Restorative Practice -- Staff continue to evolve in thinking and planning as they incorporate PBIS, trauma-informed practice, and restorative practice into one cohesive framework in a multi-tiered system of support (MTSS).

Strengthened Teaching & Learning-- focus on project-based learning with literacy integration, student-centered approaches to instruction, constructivist mathematics; use of Understanding by Design and Buck Institute frameworks to plan for standards-based instruction and performance based assessment

Engagement & Voice -- PTO has grown to include 16 regular members, daily parent volunteer schedule, student council has been established with expansion from grades 5-8. Community Engagement Team has active workgroups focused on Community School elements and connections with larger community based efforts.

Community School -- moving from co-location to true collaboration, including workgroups and multi-agency case management data tracking tool and EMBRACE problem-solving model; full-time Community School Site Coordinator

Expanded Learning --incorporating SEL curriculum daily (Responsive Classroom - Morning Meeting), 45 minutes of What I Need (WIN) intervention/acceleration for all students; 60 minutes of student choice enrichment weekly; service learning projects, and School-wide Morning Meeting bi-weekly

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

1. Increase student achievement through a focus on high effect size Visible Learning strategies, including student engaged assessment practices, cognitive task analysis, response to intervention, and constructivist/Piagetian teaching approaches.; 2. Increase collective teacher efficacy through embedded professional learning, coaching, modeling, and action research utilizing impact team structure. 3. Improve school climate through increased fidelity to restorative practices and use of team problem-solving within a responsive multi-tiered model of support; 4. Increase collaboration and efficiency of community school services through coordinated service integration and systematic case management.

- 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.

School 17 is a beacon for our community and the center of an urban village! Enrico Fermi School 17 is a place of support and understanding. We strive to educate the whole child maintaining high academic standards with respect for all learners. We seek to have our parent and community activity involved in our students' learning. As a school community we value a safe environment in which to teach and learn. We embrace our diversity and celebrate everyone, everything, every day. Our diversity is our strength! Implementation of the community school model includes a focus on increasing communication and shared monitoring of student and family progress through a shared multi-agency database currently in beta version. With over 75 partners and Coordinate Care Services, Inc. (CCSI) as the lead agency, School 17 is realizing the vision of being the "beacon at the center of an urban village" where families come to ask for assistance and can be referred to the proper agency without the usual runaround. In addition, the voice of the Community Engagement Team (CET) is becoming stronger and more organized in planning and monitoring improvement at School 17. The CET workgroups have been aligned to the tenets of the Coalition for Community School model. CCSI has been instrumental in organizing and facilitating the process and structure for shared communication and accountability. The City of Rochester has offered data support to align metrics for each work group with data outside of the traditional school frame. Parent participation through PTO and CET has grown in number with parent volunteers in each classroom on a min. weekly basis. School 17's dual language program continues to grow in number and strength, with a waitlist for kindergarten entry for September 2018 already established. Student engagement is evident in the increasing rigor and quality of student work products in project-based learning. Teacher growth is clear in the area of literacy integration and attention to CCLS/NGS standards alignment. Deepening mathematical understanding through use of real-world, hands-on mathematics is the next level of professional learning and student engagement; intensive workshops, coaching, and demonstration lessons are planned for the 18-19 SY. Expanded learning opportunities within the longer school day continue to provide intensive intervention and acceleration support for all learners. Enrichment opportunities have expanded to include more and more student interests by request and need. In addition, alignment with summer learning supports are paving the way for year long planning for instructional support for most students at School 17. Embedded partnership support for Allendale Columbia and Encompass Resources for Learning are part of a pilot program for aligning school year and summer support for School 17 youth. School 17 continues to focus on the key pillars of instructional reform outlined in the School Improvement Grant and Receivership plan. We have made notable progress in student attendance, behavior, and academic achievement. It is our hope to continue to celebrate and embrace shared leadership through teacher collaboration, community engagement, and true collaboration among our community school partners as we strive to become Rochester's model for community schools and authentic, engaging, rigorous learning which embraces cultural and linguistic relevance for all learners. We strive to know and celebrate each child and their family as part of our school community.

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

Reduce serious incidents by 10% (from 32 to <29); Reduce suspensions by 10% (from 420 to <378) and number of days suspended by 10% (from 1047 to <942); reduce SVI by 10% from 0.92 to <0.83); increase ELA proficiency Level 2 & above by 10% from xxx to xxx; increase Math proficiency level 2 & above from xxx to xxx; increase science proficiency by 10% from 43.1% to >47.1%; improve average daily attendance from 87.8% to >90%.

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

The Administrative Team of 1 principal & 2 assistant principals & 1 community school site coordinator (CCSI) will continue to support the Instructional Leadership Team (ILT). The ILT is comprised of 4 teacher team leaders (1 for k/1, 1 for 2/3, 1 for 4/5, and 1 for 6-8) and 1 TOA for Student Support & Intervention. Spanish language intervention teachers will support Native Language and Spanish as a Second Language learning. In addition, a new TOA will support reformed mathematics instruction with a math lab and teacher coaching in constructivist approaches to mathematics. Grade Level teams meet twice per week x 45 minutes with team leaders to examine data, student work and plan lessons. 4 half-day Saturday sessions and 5 half-day summer sessions are planned for curriculum mapping and will incorporate the Visible Learning high impact strategies of teacher clarity (learning intentions, success criteria and learning progressions). A Student Support Team provides problem-solving support for Response to Intervention, access to Tier 3 and special education supports. The Community School Site Coordinator supports and coordinates community based resources and leads a Family Support Team problem-solving process. Coordinated Care Services, Inc. (CCSI) is the lead agency in support of the community school model and provides backbone support for data management as well as administrative and facilitator support for the school's Community Engagement Team (CET).

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

Reduction of funding based on SIG 4.1 completion; uncertain funding from Community Schools Grant allocation for 2018-19 SY; central office support & leadership changes; uncertainty regarding future of receivership school status year 3; end of extended probationary appointment of current principal (1/30/18) with uncertainty for tenure

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

Weekly embedded professional learning for data team, instructional planning, and looking at student work during grade level team time (2 x 45/min per week with team leader)
 5 early release sessions focused on SEL priorities, 4 Supt's Conference Days focused on vertical teaming and district initiatives
 5 half day summer sessions + 4 half day Saturday sessions for curriculum mapping

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

School Based Planning Team, Community Engagement Team, PTO, Teacher Led Committees, daily parent check-ins, "family room" with staff support schedule, online outreach (Facebook, What's App)

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

Posted on school website, Facebook page, Discussed at Parent Events, including Back to School Bash & Open House, bi-weekly SBPT meetings, PTO, CET meetings

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:	Dec-17
B2. DTSDE Review Type:	NYSED Integrated Intervention Team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The school leadership team has grown to include a Community School Site Coordinator from lead agency, Coordinate Care Services, Inc. There have also been changes in the support structure for special education and multiple reassignments of the Coordinating Administrator for Special Education (CASE). This has led to changes in responsibilities and supervisory assignments. In order to more effectively monitor the quality of instruction and rigor of standards across classroom by providing appropriate timely, developmental feedback to improve instructional practice, responsibilities will be redistributed among the team to allow uninterrupted slots of time to focus on instructional support and supervision for each member.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The administrative leaders (principal and two assistant principals) will conduct a minimum of 4 brief (5-15 min) instructional walkthroughs per day, 20 per week. ; The Instructional Leadership Team, including team leaders, will provide support for 2 grade level team meetings per grade level per week. They will focus on providing modeling, coaching, and specific feedback based on targeted, specific instructional improvement strategy identified by the team. The Community School Site Coordinator will be responsible for providing weekly status update reports from the coordinate case management tracking tool to the administrative meeting each week; these updates will be in response to grade level team concerns from the previous week's requests.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Increase teacher quality through instructional coaching and data-driven instructional adjustments; Improve instructional quality through established reciprocal learning groups for teachers; instructional walk-through data from google tool; meeting minutes from ILT and ITM; GL team minutes; walkthrough schedule; teacher evaluation schedule; calibration meeting minutes with admin team; PD plan

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Jun-19	Weekly Instructional Leadership Team Meetings to discuss identified instructional priorities and review walk through data. Minutes from ILT meeting and fan out to GL teams. Participants will include: Principal, APs, Team Leaders.
Sep-18	Jun-19	Weekly administrative team meetings to review ABC data as well as CS referral data and responsiveness, for SST and FST follow-up. Minutes from Admin meeting and case management tracking tool. Participants will include: Principal, A Ps, CASE, CS Coordinator, SST TOA.
Sep-18	Jun-19	Monthly Impact Team cycles focused on instructional changes as related to instructional priorities: Identify, Learn, Improve; GL team minutes utilizing Impact Team Model (ITM) protocols.
Aug-18	Aug-18	Impact Team Model Introduction for all certified teachers and ILT.
Sep-18	Sep-18	Formal Evaluation Schedule complete before 9/1/18; weekly progress monitoring during Admin Team meeting
Aug-18	Jun-19	GL team meetings twice per week, 45 min/each, teachers and team leaders will work together through an action inquiry cycle on specific instructional improvements as identified by GL and ILT.

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:	Dec-17
B2. DTSDE Review Type:	NYSED Integrated Intervention Team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Curriculum mapping and standards-based lesson design has been a focus for professional development for the past two school years. Project-based learning units have been created to support integrated thematic, meaning learning and authentic assessment, yet there still is a heavy focus on content over process. There is uneven alignment of instructional rigor and expectations and this is evident in the varied quality of student work; lessons and projects are not always designed to lead to deep learning. Additionally, there is a focus on product over process with minimal differentiation. Many lessons are teacher-driven, with students carrying minimal cognitive load and responsibility. Feedback and lesson adjustment is minimally observed.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, all curriculum maps will identify learning intentions for content, language, and process which are aligned to Next Generation Standards. Each learning intention will have very clearly identified success criteria to promote teacher clarity from the onset. Learning progressions will be aligned to the SOLO taxonomy (J. Biggs) to promote Piagetian/constructivist deep learning. Learning and intentions and success criteria will be shared in student-friendly language.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Curriculum maps will clearly identify standard, learning intention, success criteria, and learning progressions. Lesson plans will align with elements of SOLO taxonomy and allow for differentiation and revision through multiple opportunities for feedback. Authentic performance tasks will be identified and embedded within each unit (10 literacy and 10 math) throughout the year; they will be reviewed at grade level teams for alignment of grade level expectations and rigor; unit plans/lesson plans; PD Plan; Staff retreat documents; student work products;

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
Aug-18	Aug-18	Introduce SOLO taxonomy
Aug-18	Jun-19	Provide quarterly professional learning focused on curriculum mapping with coaching for embedding language and literacy objectives.
Sep-18	Jun-19	All teachers will unpack essential mathematics priority standards at each weekly grade level and identify performance based tasks that will support feedback and assessment opportunities.
Sep-18	Jun-19	Monthly review of performance assessments in grade level teams.
Sep-18	Jun-19	Vertical alignment of language and literacy progressions to be examined during monthly ENL/Language & Literacy Work Group meetings.
Sep-18	Jun-19	Vertical alignment of mathematics progressions during monthly mathematics leadership work group.
Oct-18	Jun-19	Quarterly learning expos will provide authentic audience opportunities for student learning to be shared.

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:	Dec-17
B2. DTSDE Review Type:	NYSED Integrated Intervention Team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Instructional practices sometimes limit student learning through use of close ended questions or compliance focused worksheet activities. Co-teaching is not always successful due to lack of coordination of adults and support staff in the classroom. There is minimal differentiation of instruction and few opportunities for students to receive feedback and revise their work. Instruction is more focused on monologue than dialogue.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, 80% students in Grades K-8 will achieve their annual growth goals as measured by NWEA or authentic performance based assessments. Increase the percentage of students achieving grade level standards in literacy and mathematics by 10%. 80% of instructional observations will contain evidence of constructivist practice. All teachers will participate in Impact Team action research cycles to focus on targeted instructional improvements.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	NWEA, grade level task rubrics, F&P Benchmark assessments; GL, ILT, Adm team minutes; PD plan; student portfolio assessments; teacher evaluation data; lesson plans

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Jun-19	ENL and consultant teachers will participate in collegial circle focused on co-teaching strategies.
Aug-18	Aug-18	Teachers will participate in training focused on elements of constructivism and identify priority areas for personal growth.
Sep-18	Jun-19	Weekly Instructional Leadership Team Meetings to discuss identified instructional priorities and review walk through data. Minutes from ILT meeting and fan out to GL teams. Participants will include: Principal, Aps, Team Leaders.
Sep-18	Jun-19	Weekly administrative team meetings to review ABC data as well as CS referral data and responsiveness, for SST and FST follow-up. Minutes from Admin meeting and case management tracking tool. Participants will include: Principal, A Ps, CASE, CS Coordinator, SST TOA.
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Sep-18	Sep-18	Formal Evaluation Schedule complete before 9/1/18; weekly progress monitoring during Admin Team meeting
Aug-18	Jun-19	GL team meetings twice per week, 45 min/each, teachers and team leaders will work together through an action inquiry cycle on specific instructional improvements as identified by GL and ILT.

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:	Dec-17
B2. DTSDE Review Type:	NYSED Integrated Intervention Team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	School 17 has been shifting from PBIS/ATOMS to a Responsive Classroom, restorative practice framework; however, the Tier 1 supports for SEL have not been implemented with fidelity in all classrooms. While the school has established additional supports for SEL, protocols for communication regarding Tier 2 and 3 supports for behavior to classroom teacher.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, the school team will improve school climate as measured by reduced behavior concerns and improved student engagement and connectedness. This will be demonstrated by: 10% reduction in recidivism of behavior of high needs students; Individualized support plans for the most intensive 15% of all students and their families; 10% reduction in SVI; 10% reduction in ODR; 10% reduction in suspensions.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Behavior data; SSEC data; morning meeting observations; school climate survey data; support logs; case management data tracking tool; SST meeting minutes; FST meeting minutes; CET minutes; PD plan

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Oct-18	Implement The First Six Weeks curriculum K-6, Responsive Advisory 7-8.
Sep-18	Jun-19	Weekly meetings of MTSS SEL Workgroup to highlight best practice.
Sep-18	Jun-19	Supplemental monthly newsletter sharing and monthly PD sessions for all staff on restorative practice.
Sep-18	Jun-19	Weekly SST meetings to support GL concerns regarding SEL
Sep-18	Jun-19	Weekly FST meetings to support Tier 3 SEL needs of students and families.
Sep-18	Jun-19	Use of case management tracking tool to monitor effectiveness of interventions.
Sep-18	Jun-19	Weekly admin team meetings to review GL concerns and refer to SST/FST for follow up by CS Coordinator.
Sep-18	Jun-19	One GL meeting per week to review student concerns for referral to SST TOA.
Sep-18	Jun-19	Teacher coaching in trauma-informed classroom management and relationship building.
Sep-18	Jun-19	Trauma informed system of care/sanctuary model training.
Sep-18	Jun-19	Continued expansion of mental health supports and tightened coordination of system of supports and responsiveness of students and families.



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:	Dec-17
B2. DTSDE Review Type:	NYSED Integrated Intervention Team (IIT)

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	School 17 has added multiple resources to support family and community engagement: CS Coordinator, neighborhood outreach liaison, parent liaison, PTO, and Community Engagement Team. The structures and protocols for communication among the various members have not been clearly outlined and communicated to all staff.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The CS Site Coordinator will work with school leaders to establish terms of collaboration and communication to maintain a primary focus on identifying and addressing the needs of students and families. As a result, referrals made from GL teams to CS Coordinator to external agencies will be completed and status (on track, obstacles, off track) communicated back to staff within a 10 day period. By June 2019, the success of this will be measured by: successful interventions for 80% of Student Support Team and Family Support Team referrals; improved student attendance; decreased student disciplinary incidents; increased parental participation at school events; increased participation on CET; increase # of parental volunteers; increase # of daily check-ins with parents; increase African American parent engagement
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	SST and FST referrals, data from case managementn trackign tools, student attendance data and improvement plans; intervention plans, discipline data; parental involvement sign-ins and surveys; CET meetings; GL team minutes/referrals; parent volunteer schedule; daily checkin data; parent involvement data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
18-Sep	Jun-19	PTO will meet every 2nd Tuesday of the month.
18-Sep	Jun-19	SBPT, with parent representation, will meet every 1st and 3rd Thursday of the month.
18-Sep	Jun-19	Agents of Change Academy will be held every 1st Tuesday (p.m.) and every 3rd Thursday (AM). This academy focuses on externally provided workshops to continue their education as related to supporting their child's growth and development as well as furthering their own development and growth.
18-Sep	Jun-19	CET leadership team will meet each 1st Friday bi-monthly. Workgroups focused on Human Services, Early Childhood Education, Health & Wellness, Youth Development & Out of School Time, Community Engagement/Neighborhood Association, Parent Engagement/PTO, and Adult Education/Workforce Development will continue to meet a minimum of once per month with minutes posted on website and facilitators sharing to CET Leadership Team.

18-Sep	Jun-19	Monthly parent events (as outlined in Title I supplement) will include education opportunities focused on supporting their child's education at School 17.
18-Sep	Jun-19	Student Support Team/EMBRACE meetings will be scheduled weekly to support a shared child/family centered problem solving process for intervention and additional support.
18-Sep	Jun-19	CS Coordinator will chair Family Support Team meetings weekly to support a shared child/family centered problem solving process involving referrals to external support agencies and onsite community partners.
18-Sep	Jun-19	Weekly School Wide Morning Meetings to celebrate student learning and goal attainment (1st/3rd Friday grades K-5, 2nd & 4th Friday grades 6-8).
18-Sep	Jun-19	CS Coordinator will provide an update to SBPT regarding Community Partners and CS implementation every 1st Thursday of the month.