

LEA Name:	Rochester City School District
LEA BEDS Code:	
School Name:	Dr. Louis A Cerulli School 34

ENTER DATA INTO ALL YELLOW CELLS.

### 2018-2019 School Comprehensive Education Plan (SCEP)

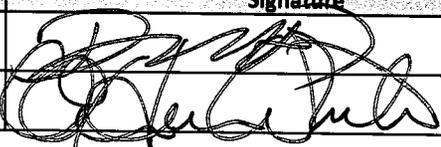
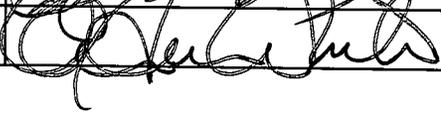
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Website for Published Plan	www.rcsdk12.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

WORKING DOCUMENT  
18-19



## Statement of Assurances

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

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)	Locations(s)	Meeting Date(s)	Location(s)

Name	Title / Organization	Signature
David Passero	Principal	<i>[Signature]</i>
Dianne Agostinelli	Assistant Principal	<i>[Signature]</i>
Kelly Lampman	Expanded Learning Resource Coordinator	<i>[Signature]</i>
Christine Devlin	Classroom Teacher	<i>[Signature]</i>
Samantha Hook	Classroom Teacher	<i>[Signature]</i>
Kimberly Rivers	Special Education Teacher	<i>[Signature]</i>
Shauna Smith	Intervention Teacher	<i>[Signature]</i>
Jennifer Blanchard	Classroom Teacher	<i>[Signature]</i>
Kristen Baskewicz	Music Teacher	<i>[Signature]</i>
Jeremy Patterson	Parent	<i>[Signature]</i>
Wanda Vargas	Parent Liasion	<i>[Signature]</i>
Marcie Netnin	Head Secretary	<i>[Signature]</i>

## SCEP Plan Overview

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

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

**Directions: Respond to the first six questions by entering an "X" into the most appropriate yellow cell in Column B**

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

- |                                     |   |
|-------------------------------------|---|
| <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 checked="" 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 type="checkbox"/>            | Major Degree (There was a significant increase in the level of Parent Engagement.) |

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

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of planned activities were funded.)     |

**6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").**

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

 Tenet 6: Family and Community Engagement

**Directions: Provide a narrative in response to the questions. All questions must be answered.**

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).

Lesson planning practices improved during the 2017-2018 school year.. This included adoption of the a new lesson plan format that embeds differentiated instruction. Teachers were able to identify students for Growing, Ray of Sunshine, and All Fired Up. This led to increased results on NWEA benchmark assessments. Additionally, suspensions and disciplinary referrals have decreased dramatically over the last two years.

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

Based on NWEA monitoring, interventions were adjusted to meet the needs of students throughout the school year. Additionally, we focused our efforts on intervention by increasing staff allocation dedicated to targeted small group intervention. Additionally, we began a collegial circle focused on Post Traumatic Slave Syndrome. This work will need to continue going into the 17-18 school year.

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

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

The 2018-2019 SCEP places increased emphasis on administrative walkthroughs, feedback, and aligned professional learning. Second, this years plan will focus intervention and progress monitoring efforts to increase accountability and targeted small group intervention. Third, it includes the implementation of a K-2 writing program. Lastly, the plan raises the bar for community building, social/emotional curricular supports and improving PBIS and the overall environment.

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

Based on NYS Assessment Data, students had difficulties with constructive response questions on the NYS 3-6 ELA assessment. We will focus our attention on a new writing program K-2 to improve these efforts along with some necessary progress monitoring improvements in grades 3-6. The second area is to improve tier 2 & 3 progress monitoring to align research-based interventions and make necessary adjustments.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

We will create a culturally responsive community that increases student motivation and attendance. In collaboration with parents, staff, and the community, we will improve systems for social/emotional learning as well as community building. School #34 will focus heavily on student engagement and improving whole-group participation techniques. Finally, we will work to improve our Response to Intervention model, so students are receiving targeted/goal-oriented feedback on a regular basis.

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

The specific goals below have been identified through the SCEP process.

1. By the end of the 2018-2019 school year, School #34 will decrease the chronic absence percentage to under 31%.
2. During the 2018-2019 school year, School #34 will continue to decrease the number of referrals by 10% of the 2017-2018 total.
3. By end of the 2018-2019 school year, School #34 will increase student proficiency in both ELA and Math by 5% over the 17-18 scores.

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

The principal will aligned classroom walkthroughs, feedback and grade level job embedded professional learning to improve student engagement, higher-order questions, and differentiated instruction. The instructional coaches will use coaching cycles aligned to the walkthrough tool to improve practices. School #34 will adopt new progress monitoring tools and increase focus on RtI best practices to improve progress monitoring, aligned interventions, and overall outcomes. Lastly, we will utilize planning committees to develop schoo-wide structures and social/emotional curriculum to improve the overall culture and environment.

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

School #34 has a new principal for the 2018-2019 school year along with a new Expanded Learning Resource Coordinator. These changes will have an impact on building trust and relationships. Additionally, with any new administration comes some level of change. The principal and ELRC will need to build trust and garner support for implementing any new or different initiatives/practices. Lastly, there will be a learning curve for the new administration.

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

We will begin the year with a staff retreat PD during the final week of August. These sessions will set the work for continued professional learning throughout the school year. Administration and coaches will conduct walkthroughs and provide feedback to staff. This work will be aligned to professional learning during common planning (1.5 hours per week). Throughout the school year, walkthroughs and professional learning will have a monthly focus including: relationships, learning targets, checks for understanding, Total Participation Techniques, Higher-order questioning, and differentiated instruction. This time will also allow teachers the opportunity to garner peer feedback, analyze student work, and discuss intervention plans for individual students. In addition, we will utilize superintendent's conference day and the 5 half-days to focus on culturally responsive teaching, trauma informed care, and Response to Intervention.

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

The school leaders will utilize their website, Facebook, Instagram, Twitter, and Class Dojo to lay the foundation for our work. In addition, the principal will spend time meeting with individual teachers to build relationships and garner support for new initiatives and areas to focus on. Next, the leaders will work with SBPT, BC, PTO and other committees to have dialogue around necessary improvements.

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

School website, hard copies in office, presented to faculty and parents.

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	October 17-19, 2017
<b>B2. DTSDE Review Type:</b>	District Led with Outside Educational Expert

<b>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.</b>	Based on the feedback from the DTSDE, and our NWEA Fall to Spring growth, we know that our efforts to support teachers in providing differentiated instruction are paying off; however, the fact that 63% of our students scored a Level 1 show that there is still much work to be done. Therefore, we need to continue to enhance the structures and practice of all stakeholders (students, teachers, parents and community partners) to see more growth in our students.
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<b>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.</b>	The Leadership team will work to create a monthly calendar of focus that identifies one or more specific instructional strategies or best practices for staff. This calendar of focus will help to centralize learning and the work being done in professional development. This calendar will allow the leadership team to provide feedback to staff.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	A minimum of five times a year feedback will be given to teachers through lesson plan reviews, walthroughs, observations, and meetings. The leadership team will use the professional development plan and grade level agendas/ minutes assess professional learning around areas of focus.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jun-18	Aug-18	Leadership team will create a master schedule that protects 1.5 hours of teacher colloboration time each week.
Jun-18	Oct-18	Leadership team and coach will create a professional development plan for the 2018-2019 school year.
Jun-18	Aug-18	Leadership team will create a calendar of focus that identifies instructional strategies.
Aug-18	Aug-18	Monthly calendar of focus will be shared with staff at our professional learning event.
Sep-18	Jun-19	Teachers will receive on going professional development on areas of focus as indicated by our monthly calendar
Sep-18	Jun-19	Leadership team will utilize frequent walkthroughs, observations, meetings, and lesson plan reviews to provide feedback a minimum of five times a year to demonstrate progress on the use of data, differentiation, learning targets, and higher order questions.
Sep-18	Jun-19	Leadership Team and Coach will conduct calibrated walkthroughs.

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	October 17-19, 2017
<b>B2. DTSDE Review Type:</b>	District Led with Outside Educational Expert

<b>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.</b>	Based on the past DSTDE, lesson plan reviews and observations, School 34 has embraced the practice of Higher Order Thinking skills. However, based on our high number of Level 1s (63%) in ELA NY State Assessment, there is a need to continue to strengthen the effectiveness of the higher order thinking skills. In order to promote higher levels of inquiry, teachers will use specific learning targets that indicate task, standard, assessment, and real-world application.
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<b>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.</b>	School 34 teachers will build on current practices to strengthen best practices in daily instruction, such that: Leadership team will see more and stronger evidence of effective practices in Danielson's Domain 3 (Instruction) by June 2018, compared to the prior year. 80% of lesson plans will reflect learning targets that address task, standard, assessment, and real-world application in kid friendly language. With much more targeted objectives, every grade level will close the gap to national norm mean RIT from Fall to Spring NWEA administration. As well as a 10% increase on NYS ELA and Math assessments.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	The Leadership Team will collect and provide data to teachers, a minimum of five times a year, based on walkthrough and observation feedback. NWEA data from Fall to Spring will be analyzed. Minutes and agendas from weekly grade level meetings will be reviewed to inform next steps.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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	Jun-19	Leadership Team and instructional coach will provide professional development to staff on specific learning targets.
Sep-18	Jun-19	During weekly grade level team meetings, with the assistance of coach, teachers will analyze data and design learning targets, differentiated activities, and pre-planned higher order questions to go along with lessons that are standards focused.
Sep-18	Jun-19	Through job-embedded coaching (1.5 hour collaborative grade level time per week), the coach will provide direction and feedback on learning targets, differentiated activities, and higher order questions.
Sep-18	Jun-19	Leadership Team and coach will develop and implement a professional learning plan that provides explicit instruction in writing clear learning targets that focus on task, standard, assessment, and real-world application, as well as differentiated activities, and higher order questions.
Sep-18	Jun-19	Leadership Team will utilize frequent walkthroughs and observation to provide each teacher with written feedback at least five times a year to demonstrate progress on the use of learning targets, differentiation, and higher order questions to inform instruction.
Oct-18	Jun-19	Leadership Team meets with each teacher for lesson plan reviews and discussion of student data, one time a year, to assess the use of differentiation and student progress.
Sep-18	Jun-19	Arts Integration will provide students ELA enrichment through differentiated lessons and choice (musical arts, theatre/dance, visual arts) to help students with critical thinking skills.

Sep-18	Jun-19	Arts integration artists will work with instructional coach and Extended Learning Resource Coordinator to create aligned themes embedded in visual arts, dance and theatre. The aligned themes will provide students differentiated support to learn concepts and standards.
Sep-18	Jun-19	Arts Integration staff will also use specific learning targets for each lesson that consist of task, assessment, and real-world application.
Sep-18	Jun-19	Classroom teachers and Intervention teachers will meet monthly to review and discuss student data ensuring that every student is known by face and name.
Sep-18	Jun-19	Classroom teachers and Intervention teachers will maintain records on students current level of performance, research based intervention, and progress monitoring throughout the year.

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	October 17-19, 2017
<b>B2. DTSDE Review Type:</b>	District Led with Outside Educational Expert

<b>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.</b>	Based on the past DTSDE, lesson plan reviews, and observations, School 34 has embraced the practice of Higher Order Thinking skills and it is evident in classrooms. However, based on our high number of Level 1s (63%) on ELA NYS exam, there is a need to continue to strengthen the effectiveness of planning for higher order thinking skills. The use of specific learning targets that include task, standard, assessment, and real-world connection will focus the lesson. Teachers will communicate a specific learning target to students, and therefore be able to provide students with actionable feedback throughout tasks.
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<b>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.</b>	School 34 teachers will build on current practices to develop more explicit and effective differentiated lessons. Specific learning targets should be presented to students in kid friendly language throughout the lesson. As demonstrated by the administrative walkthrough tool, 85% of teachers will engage students in high quality learning targets. Teachers should also be able to provide actionable feedback to students on learning tasks. And students should be able to explain what they are doing in the lesson.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Feedback will be provided to teachers from walkthroughs, observations, and meetings. Specific learning targets will be discussed at least 2x in a lesson. Actionable feedback will be posted on student work.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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	During grade level common planning time, coach and teachers will review and reflect monthly on learning targets, differentiated activities, higher order questions, and ways to incorporate actionable feedback.
Sep-18	Jun-19	Leadership team and coach will develop and implement a professional learning plan that provides explicit instruction in learning targets, differentiation, higher order questions, and actionable feedback.
Sep-18	Jun-19	Teachers and coach will use data from formative assessments (NWEA, common writing prompts, curriculum assessments) to set goals for instruction based on the varying levels of students. Learning targets will be created based on standards. Continued framework is Chapman & King's approach to differentiation and using the three levels of differentiation "All Fire Up, Ray of Sunshine and Growing" and techniques from <u>Teach Like a Champion</u> .
Sep-18	Jun-19	Coach will work with teachers during 1.5 hours of common planning time to develop specific, standards based learning targets that focus on task, standard, assessment, and real-world connections.
Sep-18	Jun-19	Arts integration teachers lesson plans will include evidence to links to CC curriculum, opportunities for choice, differentiation and learning targets that include task, assessment, and real-world application.

Sep-18	Jun-19	Leadership Team will utilize frequent walkthroughs and observation to provide each teacher with written feedback at least five times to demonstrate progress on the use of learning targets, data, differentiation, and higher order questions.
Sep-18	Jun-19	Leadership Team meets with each teacher for lesson plan review and discussion of student data, one time a year, to assess the use of learning targets, differentiation, higher order thinking skills and student progress.
Sep-18	Jun-19	Teachers from the first grade team will pilot Lucy Caulkins Units of Study for Writing through the Teacher College.
Sep-18	Jun-19	Targeted intervention will be delivered in small groups an additional 2.5 hours per week for every student.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	October 17-19, 2017
<b>B2. DTSDE Review Type:</b>	District Led with Outside Educational Expert

<b>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.</b>	School 34 has shown a marked reduction in the number of referrals and suspensions during the 2017-2018 school year. The school will continue to respond to student needs in ways that mitigate trauma and conflict through student mediations, parent involvement, and the inclusion of a Crisis Interventionist through the Center for Youth. This staff member must have the skills necessary to implement "Restorative Justice" techniques.
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<b>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.</b>	School 34 will demonstrate a 10% reduction in the number of students with three or more suspensions during the 2018-2019 school year. The school will accomplish this through extra curricular activities both during and after school hours. Some examples might include Quad-A, track and field competition, music ensembles (both vocal and instrumental ensembles), and Arts Integration programs that focus on student interests. Staff will research and explore social and emotional frameworks for instruction. The hope being that these programs could stimulate student interest and increase students' daily attendance. Staff will continue using the work from Dr. Joy DeGruy, "Post Traumatic Slave Syndrome".
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Monthly referral data reviewed by the Leadership Team and SBPT and a monthly "watch list" for students in order to quickly address students needs. This will be shared through an electronic data recording and tracking system which will allow stakeholders to identify student behavior trends and share this information with relevant personnel and families in a timely manner.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jun-18	Sep-18	The Student Support Team will identify a preliminary case load of students for progress monitoring at the start of the school year. The team will help to set up groups and action plans to support the students.
Aug-18	Sep-18	Leadership Team and support staff will connect with families and students prior to the 2017-2018 school year to develop stronger relationships and to adjust plans for the school year. This will be done through welcome back letters, social media posts, and student orientation.
Sep-18	Jun-19	Leadership Team and coach will provide quarterly professional development to staff on social emotional development health and connection to learning experiences through a variety of school, district, and state level resources.
Sep-18	Jun-19	CFY crisis prevention worker, along with Alternative to Suspension workers, will provide evidence-based workshops to students identified at greatest risk of social emotional difficulty in school as evidenced by a review of previous years behavioral data. Workshops will be provided based on teacher referral, Student Support Team recommendation, or as an intervention recommended through RTI.

Sep-18	Jun-19	Extended Learning Resource Coordinator, Arts Integration support and Coach will provide Arts integration teachers with monthly professional development on student engagement and classroom management.
Sep-18	Jun-19	Arts Integration teachers will establish on-going preformaces to connect students with the arts and School 34 in order to increase positive behaviors and school connectedness, reducing student behavior and disengagement. All students will be allowed choice in the Arts Integration program they attend.
Sep-18	Jun-19	Staff will research and explore social and emotional frameworks for instruction.

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	October 17-19, 2017
<b>B2. DTSDE Review Type:</b>	District Led with Outside Educational Expert

<b>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.</b>	School 34 knows that parents are the best resource to support social-emotional and academic learning at home, but we don't have a fully developed plan about how to do that most effectively. The first and most basic need is to engage our parents in finding out what topics they would be interested in, and what kinds of learning works best. In 2017, we administered a parent survey and used the results to develop a responsive plan of learning opportunities. We will continue to communicate in more parent-friendly ways about differentiation and instruction and their child's progress. In the 2016-2017 school year we implemented school-wide use of Class Dojo as an additional tool of communication with parents.
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<b>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.</b>	School 34 will continue to administer annual surveys to obtain parent input, the results of which will be used to continuously update our responsive plan of learning opportunities to meet changing needs. We will see an increase in parent participation of the survey by 10%.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Survey goal shared at SBPT; draft survey developed; participation rate of survey, survey results (after plan developed and implemented, can track parent attendance)

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
Jul-18	Aug-18	Leadership team will review the past years parent survey and make any changes needed.
September-18	May-19	Leadership team and instructional coach will create parent friendly information.
August-18	June-19	Teachers will determine, as a grade level, what data will be shared at conferences in a parent friendly manner.
August-18	June-19	During parent/teacher conferences share student performance data on their child.
August-18	June-19	Leadership team and all grade levels will include information on data and differentiation at parent nights/events
October-18	November-19	Leadership team will assess the effectiveness of parent conferences and identify barriers that keep parents from attending to determine whether the conference process needs to be amended.
September-18	November-19	During parent events Open House and Parent Conferences, computer access will be available for parents to complete the annual parent survey. A Link will remain on the home page of the website and included in communications sent home.
September-18	June-19	Each year Leadership Team and SBPT will communicate data from the survey to the school staff. Leadership Team will present changes and modification to the parent education plan determined by SBPT.