LEA Name:	
LEA BEDS Code:	
School Name:	

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	T'Hani Pantoja	Title	Principal
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Website for Published Plan	http://www.rcsdk12.org/46		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee			

Statement of Assurances

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

| X | 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. |

| | 2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies. |

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

| | 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) . |

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

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

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
	School #45		
August 30th - SBPT Writing	School #46 - Library		

Name	Title / Organization	Signature
Bishop, Melody	Special Area Teacher	
Franciosa, Michael	Teacher Representative	
Garcia, Aleida	BENTE Representative	
Halsey, Jana	Parent Representative	
Perkins, Kirsten	Parent Representative	
Pantoja, T'Hani	Administrator	
Quinn, Jennifer	Teacher Representative - Grade 5	
Robach O'Connor, Lindsay	Teacher Representative - Grade 1	
Steflik, Adrienne	Administrator	
Storrin, Kristina	Teacher Representative - Grade 6	
Subach, James	Teacher Representative - Grade 4	
Welch, Louvander	RAP Represntative	

School Information Sheet

School Information Sheet

Grade Configuration	PreK-6	Total Student Enrollment	341	% Title I Population	85%	% Attendance Rate	91%	
% of Students Eligible for Free Lunch	85%	% of Students Eligible for Reduced-Price	85%	% of Limited English Proficient Students	6%	% of Students with Disabilities	29%	

*15% Not submitted)

Racial/Ethnic Origin of School Student Population

Asian	2%	% Black or African American	55%	% Hispanic or Latino	23%	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	20%	% Multi-Racial	0%

School Personnel

Years Principal Assigned to School	5	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	2
% 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	0	Average # of Teacher Absences	

Overall State Accountability Status

Priority School	X	Focus School Identified by a Focus District	N/A	SIG 1003(a) Recipient	N/A	SIG 1003(g) Recipient	N/A
Identification for ELA?	X	Identification for Math?	X	Identification for Science?	No	Identification for High School Graduation Rate?	N/A
ELA Performance at Level 3 and Level 4	15%	Math Performance at Level 3 and Level 4	21%	Science Performance at Level 3 and Level 4	61%	Four-Year Graduation Rate (HS Only)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A
Persistently Failing School (per Education Law 211-f)	N/A	Failing School (per Education Law 211-f)	N/A				

School Information Sheet

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

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

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

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

SCEP Plan Overview

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

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

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

	Limited Degree (Fewer than 20% of goals were achieved.)
	Partial Degree (Fewer than 50% of goals were achieved.)
X	Moderate Degree (At least 50% of goals were achieved.)
	Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

	Limited Degree (Fewer than 20% of activities were carried out.)
	Partial Degree (Fewer than 50% of activities were carried out.)
x	Moderate Degree (At least 50% of activities were carried out.)
	Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

	Limited Degree (No identified subgroups improved achievement.)
X	Partial Degree (Some of the identified subgroups improved achievement.)
	Moderate Degree (A majority of identified subgroups improved achievement.)
	Major Degree (All identified subgroups improved achievement.)

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

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

	Limited Degree (Fewer than 20% of planned activities were funded.)
	Partial Degree (Fewer than 50% of planned activities were funded.)
X	Moderate Degree (At least 50% of planned activities were funded.)
	Major Degree (At least 90% of planned activities were funded.)

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

	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health
X	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).

School wide focus K-6 in writing that included participation of all students and staff. Staff selected the 6+1 Writing Traits Curriculum in grades 3-6 which resulted in common language among staff and students. Staff were able to analyze student work using common rubric language (common assessment). Students have taken ownership of the Traits by presenting them at schoolwide assemblies in the form of skits, song, and dance.   Last year we implemented training in Restorative Practices and data has shown that over the course of this past school year disciplinary referrals have decreased.

• 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.

The primary grades (K-2) aligned the NYS Common Core ELA curriculum with the Tenets of the 6+1 Writing Traits, however, adopting the 6+1 Traits Writing Curriculum at the primary level was an adjustment that was made to allow for complete alignment (K-6) in the area of writing.   Additionally, last year was our second year of implementation and teachers discovered that some of the curriculum and structures needed alterations.   This has supported the initiative in the District of reading by 3rd grade which will continue into the current school year's plan. In addition, the state's recommendations to begin work on higher level questioning and responding in writing was instrumental in engaging in dialogue about rigor and cognitive demand. We began to institute a rigorous professional development plan beginning in Feburary and included virtual opportunities to develop a common understanding of student engagement, higher level questioning, Webb's Depth of Knowledge and cognitive demand. In addition, administrators implemented a walk through protocol which included non-evaluative actionable feedback and began measuring outcomes in writing. This practice will be continued this year.

In developing the CURRENT YEAR'S plan:

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

A focus on student engagement through use of technolgy , use of higher level questiong, and Webb's Depth of Knowledge.

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

Increasing student achievement: In the 2017-2018 year, we will increase feedback and development around student engagement, higher level questioning, and cognitive development and will increase student achievement by 10% as evident in NWEA results. Using NWEA and NYS proficiency data, students will increase 10% from Fall 2017 to Spring 2018; DTSDE rubric. Teachers use supportive resources such as RTI common planning meetings to analyze student and school data in order to inform instruction. Teachers implement a comprehensive system for using formative and summative assessments to gauge student growth achievement. Teachers will use common reading assessments as a means to monitor progress, provide feedback, and engage students in goal setting to increase achievement and ownership of their learning. Tier 2 students in grades 4-6 will participate in guided reading of non-fiction texts in order to address evidence based initiatives from the 4-6 common core standards. Furthermore, the School Performance Scan identified key social emotional and developmental health as an area of need; DTSDE Tenet 6.5: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. Based on a School #46 parent survey that was recommended by the December 2015 DTSDE review, there was a suggestion for families that have multiple children in the building to have a consistent form of communication.

• 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: It is our mission to develop students who have a positive attitude toward learning and are committed to acquiring the skills necessary to become independent and responsible adults. Our students are provided with the necessary academic and social scaffolds so that they can learn, access information and apply knowledge in decision-making and problem-solving endeavors, both individually and cooperatively with others. We develop students who exhibit a strong sense of self and personal heritage, while acknowledging and appreciating cultural diversity and responsive citizenship. School No. 46 will nurture an environment that is safe and secure, and is responsive to the overall needs of our school community -- students, staff, parents, and the community at large.

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

In the 2017-2018 school year K-6 students wil demonstrate a 10% increase in the number of students meeting their growth target as determined by NWEA. Baseline in 2016-2017 school year is 44% and the target would be an increase of 10% yielding 48% of the students meeting their NWEA growth target.

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

School No. 46 has common planning time dedicated to reviewing data in 5 week cycles and a robust Multi-Tiered System of Support , which includes tiered interventions, enrichments , and acceleration opportunities. This was acknowledged in the 2016-2017 State Review and is identified in our extensive ELT schedule, which utilizes data and student information to address the academic, social, emotional, and behavioral needs of all students. This year, by adding a reading teacher and an elementary or, we will provide consistent strategical support as we develop intervention plans that meet the individual needs of our students.

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

Academic: Engaging students with social emotional and developmental health needs in the curriculum - this is addressed in Tenet 5 stating that these students will be monitored at monthly RTI meetings. Establishing a monitoring system and establishing a consistency in progress monitoring will be difficult limited common planning time. 85% of our Grades 3-6 students did not met the CCS standards. It is further addressed in Tenet 2 with administration engaging in more frequent walk-throughs and providing actionable feedback on cognitive demand, questioning, and student engagement ; Attendance: Chronic absences - Attendance will be monitored and actions will be taken to increase attendance by 5%.   Special Education to General Education student ratios in ICT Classrooms: Research states that for maximum student achievement no more than 30% of the student in an ICT classroom should be classified as special education. The school data does not reflect this.   We will continue to work with central office to develop our inclusive programming. Increasing percentage of economically disadvantaged students: Trend data starting in 2010 indicate that there has been an increase in economically disadvantaged students from 74% to 85% (2014-2016). As research indicates, an increase in poverty results in schools having more students having risk factors such as emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues. This increase may seem diminuative but in a school with a small population (around 342) this can have significant effects on a class and grade level.

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

Having an expanded learning day and extra intervention supports this year has allowed us to plan a schedule that allows for job embedded professional learning. Instructional coaches and intervention teachers will work with teachers on planning, delivering integrated instruction, and support high levels of student engagement, critical thinking, and inquiry. Stategies will include use of technology, integrated arts, and include higher level thinking and empower students to take part in their learning. We will also continue work on our higher level questioning and Depth of Knowledge. We will utilized half day Professional Development opportunities to support our professional learning plan and it will include opprotuntiies to look at student work (monthly writing prompts), devise ways to allow students to develop goals, and work collectively to assess data and plan for impact. CR Part 154 Regulations will be met- Engaging all teachers in learning about ENL students utilizing district level coaches and book study methods Topics such as equity will be assessed and opportunities through the Professional Development Inititative will be offered to teachers. Surveys will be conducted to assess teacher understanding of content and practices. (Ex. BlackFem and Zearn)   A robust prfessional learning plan has been developed which include both virtual and collaboartive learning.

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

Monthly newsletter from Principal
Newsletter from classroom teachers and weekly nesletter for staff
School and classroom websites
School-Wide functions including: School orientation, PTA conference and open house
PTA meetings and other school wide functions (Coffee Hours, Community Partner Meetings)

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

 School leaders will implement staff meetings, Home School Connections through Classroom Dojo, Principal's Newsletter and Coffee Hour, and various school events to strengthen relationships with school staff and the community.

• 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.

Parent involvement activities including: Meet 'N Greet, School Expo, June Picnic, and use of service providers to provide support. We have opportuntiites to work in vertical teams on school haldf days.

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 16-17 plan.

> Teacher use the common core standards as the core curriculum. Programs such as Zearn which will be implemented fully and MyOn are all used to support teachers as the develop opportunities for their students to meet the State Standards. In addition, we continue to build on our 6 Plus 1 Writing curriculum and use common rubrics to discuss strategies to improve writing.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 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.

> This year, we are utilizing our former Targeted Teacher Plan as an individual student time that will be geared towards giving students "What they Need". However there is one common planning time a week will be utilized to work together to review data, plan goals, use the Problem of Practice Protocol, and discuss opportunitites to advance student achievement for all students. During our Half Day Release opportunities we will engage in differentiated professinonal development based on our School Improvement Plan. In addition, opportuntiites to verticcally align curriculum and discuss outcomes and strategies as common assessments have been given. Please see the 2017-2018 full Professional Development Plan whcih details human resources, job-embedded oppoortunities, voluntary professional development initiatives, and grade level common plans time focus.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2016-17 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 2016-17 plan

> Our school has added an addtional 45 minutes to our instructional day and ensure all students have opportuntiies to engage in enrichments and initerventions that meet their individual learning needs. Please see below that our three Expanded Learning Day Blocks are all embedded in the morning. Multiple enrichments and interventions have been scheduled into the learning day.

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 plan.

> Due to the additional support available this year, we will use a team approach to assessment. This will permit assessment to occur in a timely manner so that data can be used to make decisions about personalized interventions every five weeks.

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 2016-17 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.

School No. 46 follows SW-PBS and uses universal systems to implement the program. We embarked in extensive schoolwide training on Restorative Practice last year and as a result we decrease our incidences by 91 incidences. In addition to following a restorive philosophy, we have multiple tiered social emotional interventions and have established service learning opporunities, student leadership programs, and other student driven activities that support a positive school climate. We have givenstudents surveys to identify areas of focus to enhance their school experience and provide a variety of engaging enrichments including opportunties such as Future Cities (STEM), Financial Literacy (BlackFEM), Technolgy, Dance, Integrated Arts. These enrichments have greatly enhanced our school climate. This year we increased parent participation in our Dojo Communications. Many teachers utilized this platfrom therefore we used it to present videos and share other pertinent information. As a result we saw an increase in parent engagement. Surveys are utilzed to elicit feedback from parent and students regarding school functions. In additon, Principal Coffees hours and school wide event provide venues for school personnel to gauge parent satisfaction.

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.

We currently have 104 students PK-6 with Disabilities out of total enrollment of 341 71.3% gen ed. 28.7% Spec. Ed. ICT programs at grades K-6 15:1 grade 6 CT, including those with moderate to severe disabilities , students who are English language learners 19 ELL 2 ELL Instructors, and students from households that are eligible for the federal free or reduced-priced lunch program free and reduced lunch 231 85%, first generation college goers, students of color 168 49.3%, 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.
In order to meet the needs of our students with disabilities and ENL we have implemented several interventions geared towards literacy. THis includes HD Word, Boost, Read 180, and System 44. Students are scheduled into interventions based on their proficency and needs. For example, students who may present behavioral issues, may be assigned an intervention based on skill building using social-emotional programming such as PATHs curriculum.
In addition, we have ample student supports such as instructional coaches to support special education process and procedures, two ENL instructors- who also support teacher training. These personnel assist teachers and support staff in using research-based instructional and learning strategies and content specific, higher order thinking and questioning, and differentiated instruction. This includes assistance in planning, delivering, and assessing lessons, supporting areas such as creating /implementing IEP's, 504's, FBA's, BIP's and ensuring implementation with fidelity, quality and compliance, obtain, maintain and provide student data as well as support in assessment of data to guide instruction. Developing and facilitating professional learning opportunities that promote achievement for all students and planning opportuntites to discuss equity and disportionality.

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 2016-17 plan.

School #46 SBPT imeets bi-weekly to improve school productivity. This planning team consists of two administrators, six staff members, three parent members and BENTE.
The planning team is chaired by the principal, and assesses student performance and school effectiveness. They set improvement goals, and design instruction and other services in the context of those goals. School 46 SBPT focuses primarily on instruction, curriculum, and support for student learning, rather than school operations. The ultimate goal is to strengthen the education provided to students and lead to the highest standards of achievement.

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 16-17 plan.

	K-1- ICOT	K-2- ENL	1-1- ICOT
	Hasler/ Broughton	Seybold	Robach/Conn
	118	119	106
7:30-7:40	Breakfast		
7:40 7:50 8:00 8:10 8:20	ELT/ RTI		
8:30 8:40	*ELA- CORE KNOWLEDGE		*ELA- CORE KNO
8:50 9:00 9:10 9:20	*ESOL 1 - Ent/Emerg*		
9:30 9:40	*ESOL 1 - Integrated*		
9:50 10:00	INTEGRATED ELA/SCI/SS		A-Music Enr. BD- Recess C- Comp.
10:10			INTEGRATED ELA
10:20 10:30 10:40 10:50 11:00			*ESOL*
11:10 11:20 11:30	A-Music Enr. BD- Recess C- Comp.	AC -Recess B- Music Enr. D - Comp.	
11:40 11:50	LUNCH- 11:40		

Time			
12:00			
12:10	MATH		PE - AC
12:20			Art/Lib - B
12:30			Mus - D
12:40			
12:50			MATH
1:00			
1:10			
1:20			
1:30	PE - AC	PE - BD	
1:40	Art/Lib - B	Art/Lib - A	
1:50	Mus - D	Mus - C	
2:00			
2:10			
2:20			
2:30			
2:40			
2:50-3:00	Dismissal		

Last Updated- 8/23/17

The times listed are used for the attendance system set up.

* All students in grades K-6 will receive Elementary Health i

\- WIN Time Student Conferencing & Feedba

1-2- ENL	2-1- ICOT	2-2- ENL	3-1-ICOT/ENL
Konecny-Perry	Perkins/N.Sutherl	K.Sutherland	Lynch/ Weeks
107	101	102	109

	MATH		*ELA- CORE KN(*ESOL 1 - Ent/Em*
WLEDGE			*ESOL 1 - Integra*
	ELT/ RTI		A-Music Enr. BD- Recess C- Comp.
AC -Recess B- Music Enr. D - Comp.	INTEGRATED ELA/SCI/SS *ESOL 2 - Ent/Emerg*		
/SCI/SS			INTEGRATED EL
1 - Integrated	*ESOL 2 - Integrated*		
			ESOL1 - Integra
	A-Music Enr.	AC -Recess	

	BD- Recess C- Comp.	B- Music Enr. D - Comp.	
PE - BD Art/Lib - A Mus - C			

LUNCH-

	*ELA- CORE KNOWLEDGE		PE - AC Art/Lib - B Mus - D
			MATH
	PE - AC Art/Lib - B Mus - D	PE - BD Art/Lib - A Mus - C	

Passing times and bell schedules are set by building principal.

nstruction in these identified courses

ack (students are pulled out for intervention)

3-2	4-1- ICOT/ENL	4-2- CT/ENL	5-1- ICOT/ENL
Mezzoprete	D'Ambrosio/ Subach	Serour	S. Rhodes/Besaw
108	209	205	211

3-2	4-1- ICOT/ENL	4-2- CT/ENL	5-1- ICOT/ENL
OWLEDGE *erg* *ted*	*ELA- CORE KNOWLEDGE CT - ELA ESOL 2 - Integrated		INTEGRATED ELA
AC -Recess B- Music Enr. D - Comp.	MATH CT - Math		
ELT/ RTI			PE - AC Art/Lib - B Mus - D
A/SCI/SS *ted*	PE - AC Art/Lib - B Mus - D	PE - BD Art/Lib - A Mus - C	*ELA- CORE KNO ESOL 1 - Integra
	INTEGRATED ELA/SCI/SS		

CT-ELA

12:20

PE - BD
Art/Lib - A
Mus - C

ESOL 2 - Ent/Emerg

CT-ELA

ESOL 2 - Integrated

MATH

A-Music Enr.
BD- Recess
C- Comp.

A-Music Enr.
BD- Recess
C- Comp.

AC -Recess
B- Music Enr.
D - Comp.

5-2	6-1- CT/ENL	6-2-ICOT	SC 6-3 (15:1:1) ENL
Quinn	Speers-Holland	L. Hill/Storrin	Erhardt
208A	207	204	210

	ELT/ RTI		
A/SCI/SS	HR/ MORNING MEETING/ CIRCLE		
	PE2 - AC Art2/Lib - D Band2 - B *Integrated #1	PE1- AC Art/Lib - B Mus - D *Integrated #2	PE1 - BD Art/Lib - A Mus- C *Integrated #3
PE - BD Art/Lib - A Mus - C	MATH		
	INTEGRATED ELA/SCI/SS *ESOL 2 -Ent/Emerg*		
OWLEDGE			
	ESOL 2 - Integr		
ted			

			ESOL 1 - Integr
AC -Recess B- Music Enr. D - Comp.	*ELA- CORE KNOWLEDGE		
LUNCH- 1:00			
	A-Music Enr. BD- Recess C- Comp.	AC -Recess B- Music Enr. D - Comp.	*Integrated into 6-1 & 6-2
	CT - ELA		

7:30-7:40
7:40 7:50 8:00 8:10 8:20
8:30 8:40
8:50 9:00 9:10 9:20
9:30 9:40 9:50 10:00
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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 2017-2018 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?

> School 46 provides high-quality learning time, within an expanded school day. All students particate in an additional hour a day.
> The expanded school day is from 7:30 a.m. to 3:00 p.m. Within the school day students are Tiered and recieve Academic Intervention based on their tier. Some students receive daily intervention, while others reveive two days. The school strives to achieve essential elements such as: 1) Focused school-wide priorities; 2) Rigorous academics; 3) Differentiated supports; 4) Frequent data cycles;5) Engaging enrichment; and 6) Enhanced school culture.

>

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.

> Multiple opportunities are offerend to both outside representatives such as partners to provide non-evaluative feedabck to inform our ELT Plan. For example, progress monitoring visits take place on an bi-annual basis and provides feedback to the school based planning team. In addition, our School Based Planning Team (SBPT) assess data continuously and uses a school data board to display data which includes subgroup and trend information. Teachers are given opportuntiy to provide input into our planning via surveys and through their SBPT representatives.

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.

> Our"scholar friendly" instructional priority is as follows: I can answer a higher order question using evidence from the text and strategies I have learned in the 6 Plus 1 Writing Traits Program. Additional school wide priorities include a committment to advance the academic performance and social emotional development of all scholars and a use of data to determine areas of strength and challenge.

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.

> Charles Carroll School No. 46 is a school that believes in establishing a supportive and welcoming community. We have worked to implement Restorative Practices and participates in SW-PBS. The school has a Multi-Tiered System which includes supporting the social emotional development of students, teaching non-violence and respect for all members of the commuity. We have monthly community meetings at our Carroll Convention which highlight our students. Over the last few years we have implemented programs and strategies including Peer Mediation, Value Word of the Month, One to One Mentoring, Check and Connect, Student Council, Service learning, Peace Circles, Morning Meetetings to support developing postive relationships. As a result of our focus to maximize learning time and limit removal we have identified a Time to Think Room.

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.

Our teachers have been training in the Danielson rubric and continue to utlize the Common Core Curriculum and Shifts as the foundation of their instruction program. In addition, over the past year, we have begun work to anayze quality of questions, discussion techniques, activities and assignments, and instuction materials to ensure strategic thinking as defined by Webb's Depth of Knowledge. Ongoing nonevauativem, informal,, and formal walkthroughs have provided teachers with actional feedback to enhance rigor in the classroom. This SCEP continues work in those areas and provides guidance and direction to continue improvmenet in instruction and has led to some increases in overall studdent achievement. All teachers are NYS certificated.

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.

Charles Carroll School No. 46 has implemented a comprehensive MTSS (multi-tiered system of support) that included includes an expanded learning day program based on RTI (Respose to Intevention). Grade level teams will be anayzing student data (behavioral, academic, formative, summative) to make informed decisions about scheduling based on Tiers. We offer intereventions such as HD Word, CKLA Skills remediation, Stystem 44, Read 180, Soar to Success, and Writing . Due to the additional support staff (reading teacher and counselor) we will be able to customize intervention plans to fit the needs of the students. In addition, school will be implementing What I Need time (WIN) that allows teachers to establish goals, conference, and provide individual ,actionable feedback in a small group setting.   The WIN time is designed around the indidual needs of the student to ensure personlized learning.

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.

Over the last few years we have incorporated various STEAM related enrichment programs including standards focused Integrated Arts, Future Cities, and this year Financial Literacy. In addition, we will also be planning curriculum around empowering scholars to build leadership, self-worth, pride, and confidence in making informed decisions about their future.   (See ELT broucher for full listing of program opportunties)

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.

As described in our Professional Development Plan, School No. 46 utilizes coaching (human resources), professional development incentives (Fiscal Resources), various professional learning designs including Action Research (Virtual Scholars Summar Program), Book Studies, Peer-to Peer Observation, Grade Level meetings, Virtual Professional Learning, and Problems of Practice in form of Academic Circles to support sharing and learning from on another. School wide systems for review and displaying data have been created to enhance our dialogue and provide a context for our conversations.

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.

School 46 grade-level teams will review student data (formative, summative, academic, and behavior) monthly to determine which students are making adequate growth and ensure effectiveness of interventions. This examination of data will allow the school community to analyze Tier I instruction and make adjustments as necessary.

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.

All programming is monitored closely for impact results. Data is collected and anayzed to make adjustments and review progress. Use of staff and personnel is audited and adjusted based on school wide needs. Community resource such as partners are utilized to supplement programming and support school wide focuses. For example, Greater Rochester Health Foundation provides additinal enrichments in the area of Wellness and Health (Leader in Me, Cooking Class, Dance etc.) These enrichments are supplement and support reduction in numbers and allow us to sustain programming that is tailored to individual students. Volunteers and student teachers are utilized under the discretion of teachers to emphasize literacy. Success Coaches are assigned to support chronic absentism and have helped us continue improvments in this area. We continue to align our suppoorts and to review data to advance our focus and goals.

Common Leading Indicators Worksheet

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

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	January 18 and 19 2017
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.	As identified in the the DTSDE review, more explicit and actionable feedback should be given to teachers to improve their practice. In addition, it was noted that teachers demonstrate varied definitions and understanding about rigor. By November 1, 2018 - the school leader with teacher leaders will need to develop a comprehensive plan (walkthrough tool, walk thru schedule,etc) for observing student engagement , feedback, and higher order questioning in order to provide teachers with actionable, timely and meaningful feedback.

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.	In the 2017-2018 school year school leader and teacher leaders will develop and utilize a comprehensive walk-through tool by September 29th, 2017 to identify and record instructional progress regarding higher order questioning, feedback, and Webb's Depth of Knowledge.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk through data evidenced in the walk through tool and observations

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.
September 29 2017	May-18	All classroom teachers will participate in professional development opportunities in order to enhance the curriculum and improve 3(b) questioning, (3c) rigor and relevance for deeper student engagement, and (3d) provicding meaningful feedback to students to improve student learning. Professional learning opportunities will be led by coaches, lead teachers, administrators, and district personnel based on the PD calendar.
Jul-17	Jun-18	All teachers will participate in professional learning opportunities around the area of technology in order to refine teacher practices and meet requirements for the Digital Transformation. We will monitor completion of the Google Ready Series to ensure the success of our Digital Transformation.
Oct-17	May-18	An Integrated Arts Teachers will collaborate to co-plan targeted lessons that align to the Common Core Standards Areas. Assessment Data will be monitored for progress.
Sep-17	May-18	Teachers will create higher level questions that requires application, synthesis, or evaluation. Students written responses will include evidence of 6 Plus 1 writing trait. Vertical teams will meet during 1/2 days to to ensure the alignment of the curriculum's scope an sequence in writing and to use the problem of practice to support improved outcomes in writing.
Sep-17	Jun-18	Administrators will provide planning nonevaluative, actionable feedback three times a year on What I Need (WIN) Time, a scheduled time established for teachers to provide feedback to small groups of students.

REVIEWER FEEDBACK

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.

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	January 18 and 19 2017
B2. DTSDE Review Type:	SED Integratted 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.	As identified in the DTSDE review, the use of higher order thinking questions which challenged students we not observed. In addition, the review team found that feedback to students on the quality of their work was not evident. By September 29th, 2017 teachers will begin participating in professional learning and support opportunitiess that develop their use of feedback, higher order questions and establishes common language around rigor and relevance. This year beginning in January, after the state review, walk-throughs were conducted using a rubric created from Danielson's Domain 3 B (Quality of questions, Discussion Technique, Student Participation) and 3C (Activities and assignments and instructional materials and resources. During

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.	In the 2017-2018, school year teachers will increase their use of higher level questions and will increase use of rigorous and relevant practices to engage students by participating in meaningful professional learning opportunities . Use of these practices will support a demonstrated increase in the number of students meeting their growth target as determined by NWEA. Baseline in 2016-2017 school year is 44% and the target would be an increase of 10% yielding 48% of the students meeting their NWEA growth target.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Professional development surveys, walk through tool 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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how <u>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.</u>
September 29 2017	Jun-18	All classroom teachers will participate in professional development opportunities in order to enhance the curriculum and improve 3(b) questioning, (3c) rigor and relevance for deeper student engagement, and (3d) providing meaningful feedback to students to improve student learning. Professional learning opportunities will be led by coaches, lead teachers, administrators, and district personnel based on the PD calendar.
Jul-17	Jun-18	All classroom teachers will participate in professional learning opportunities around the area of technology in order to refine teacher practices and meet requirements for the Digital Transformation. We will monitor completion of the Google Ready Series to ensure the success of our Digital Transformation.
Oct-17	May-18	An Integrated Arts Teachers will collaborate to co-plan targeted lessons that align to the Common Core Standards Areas. Assessment Data will be monitored for progress.
Sept 29th, Dec. 1, Feb. 2nd, March 23rd,	June 1 2018	Teachers will create higher level questions that requires application, synthesis, or evaluation. Students written responses will include evidence of 6 Plus 1 writing trait. Vertical teams will meet during 1/2 days to to ensure the alignment of the curriculum's scope an sequence in writing and to use the problem of practice to support improved outcomes in writing.
Oct-17	May-18	Culturally responsive and relevant curriculum will be developed and utilized in the Girls Group. Use of outside resources will allow the team to develop a comprehensive program whcih will incourage self-assessment, goal establishment, and increased success and satisfaction in school. Student progress will be monitored using disciplinary data and benchmark data.
Nov-17	May-18	Tier 2 students in Grades 4-6 will participate in guided reading of non-fiction texts in content areas aligned with the common core standards as a core practice embedded into the literacy blocks. This will include established student improvement goals. Reading intervention specialists will support classroom teachers in aligning the common core curriculum with appropriate resources.

Sep-17	Jun-18	The culturally relevant curriculum for Financial Literacy by the BlackFem Group will be examined and evaluated and used to begin the creation of a curriculum to empower our young women. Student progress will be monitored using benchmarking data.

REVIEWER FEEDBACK

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.

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	January 18th and 19th 2017
B2. DTSDE Review Type:	SED Integratted 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.	During DTSDE review in January 2017, reviewers found that teachers asked questions that emphaized reacll and understanding They also found that activities typpically were not challenging (or rigorous). After creating a walk-through tool, focusing on 3B (Quality of questions, Discussion Technique, Student Participation) and 3C (Activities and assignments and instructional materials and resources) data was collected and a baseline of 57% was captured. As a result, we will continrue to ustilize the walk-through data to inform our differentiated professional learning plan. We must develop structures for anayzing data to create goals to support improbvement.

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.	In the 2017-2018 school year K-6 students wil demonstrate a 10% increase in the number of students meeting their growth target as determined by NWEA. Baseline in 2016-2017 school year is 44% and the target would be an increase of 10% yielding 438% of the students meeting their NWEA growth target.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher practices and decision making will lead to high levels of student engagement and achievement. Indicators include: walk-throughs, collection of data, outcome of student performance, peer reviews, surveys, Data Driven Instruction Protocols.

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.
26-Sep-17	Jun-18	All classroom teachers will participate in professional development opportunities in order to enhance the curriculum and improve 3(b) questioning, (3c) Rigor and relevance for deeper student engagement, and (3d) proviceing meaningful feedback to students to improve student learning. Professional learning opportunities will be led by coaches, lead teachers, administrators, and district personnel based on the PD calendar.
Jul-17	December 31 2018	All teachers will participate in professional learning opportunities around the area of technology in order to refine teacher practices and meet requirements for the Digital Transformation, and utilize the SAMR Model to help teachers both create tasks that target higher order skills, as well as design tasks that has a significant impact on student outcomes. We will monitor completion of the Google Ready Series to ensure the success of our Digital Transformation.
Oct-17	Jun-18	An Integrated Arts Teachers will collaborate to co-plan targeted lessons that align to the Common Core Standards Areas. Assessment Data will be monitored for progress.
Oct-17	May-18	Teachers will create higher level questions that requires application, synthesis, or evaluation. Students written responses will include evidence of 6 Plus 1 writing traits. Vertical teams will meet during 1/2 days to to ensure the alignment of the curriculum's scope an sequence in writing and to use the problem of practice to support improved outcomes in writing.
Oct. 2017	Jan-18	K-2 teachers will collaborate to identify and implement a common reading assessment as a way to analyze student performance and monitor student progress. Teachers will also use this to identify any Tier 1 students that may be in need of extra support.
Oct. 2017	Dec. 2018	100% of the teachers will create a system within their class that helps students set improvment goals and provides them with ways of tracking their progress towards the goals. This system should be developmentally appropriate for students.
Sept. 8 2017,	October 1 2018	100% of K-5 Teachers will be trained in Zearn which is an individualized learning experience for students.

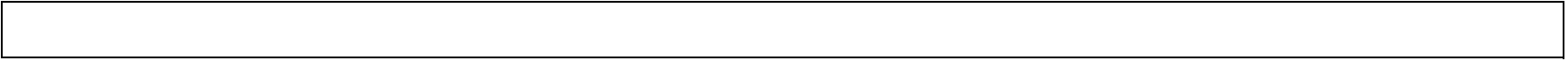|		
Seotember 29 2017	June 1 2017	Teachers will engage in a series of professional learning opportunities geared towards providing feedback and establilshing goals with their their students.

REVIEWER FEEDBACK

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

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	January 18 and 19 2017
B2. DTSDE Review Type:	SED Integratted 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. | In the 2016-2017 there were 111 suspensions. 26% of the suspensions were in grades K-3 and 86% took place in grades 4-6. 51% of the students in K-3 were Black/ African American, 13% were white, 10% were Hispanic, 14% were Students with Disabilities, and 7% were ELL. 24% of the K-3 suspensions were of female students and 50% were male students. Of the grades 4-6 suspensions, 77% of the students were Black/ African American, 0% were white, 22% were Hispanic, 20% were Students with Disabilities, and 0% were ELL. 58% of the students were female and 43% were male. In total, 89% of all suspensions K-6 were of Black/African American students. The total school population is 55% Black/African American. This suspension rate shows a disparity between total school population and the suspension rate. The school community needs to examine this data and create a robust counseling program to ensure the needs of all students are met and every student has equal access to learning opportunities. The school community is responsible for examining the data, identifying root causes, and creating a structure of preventative services for all students through robust RTI program. |

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable,	By the end of the 2017-18 school year, the total number of suspensions of African American/ Black students will be reduced by 10%. The baseline of was 89% (99 African American/ Black students suspensed out of 111 students suspended). A 10% decrease would yield 80% of all suspensions.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor	Referrals, suspensions, behavior support and intervention plans; monthly.

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 <u>often each activity will take place; and the</u> <u>intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
Sep-17	Jun-17	100% of classroom teachers will track student participation for each PBS monthly celebration. This data will be shared and discussed at monthly grade level team meetings and collected by SBPT.
September 29 2017	September 29 2017	PBS training for new staff members will be provided by the Intervention Prevention Teacher on the first Superintendent's Day.
1-Sep	Jun-17	All teachers will post and discuss the value word of the month compiled by the Student Councii; a student from each classroom will be recognized for their positive character (PBS winner)
Sep-17	Jun-17	Standard Bearers will meet twice a month to discuss how to empower student voices and will create a structure to take on more student ownership of the Carroll Convention . They will consult with Student Council members to get feedaback about what they would like to see.
Sep-17	Jun-17	The school counselor will work with school communnity to develop a robust counseling program including scheduling, course development, progress monitoring, goal setting, and adjustment in order to meet the needs of all students. This will ensure every student has equal access to enrichments.
Oct-17	Jun-17	Through the RTI process school data for suspensions will be examined to determine the effectiveness of the socio-emotional and behavioral Tier 1 curriculum effectiveness as a means to empowering our youth.
Sept. 2017	Jun-17	Culturally responsive and relevant curriculum will be developed and utilized in the Girls Group. Use of outside resources will allow the team to develop a comprehensive program whcih will incourage self-assessment, goal establishment, and increased success and satisfaction in school. Student progress will be monitored using disciplinary data and benchmark data.
Sept 11 2017	Jun-18	The curriculum for Financial Literacy by the BlackFem Group will be examined and evaluated and used to begin the creation of a curriculum to empower our young women.
Oct-17	Jan-17	PBS Team will create a school wide protocol for teachers to communicate monthly celebration participation to our families

REVIEWER FEEDBACK

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.

REVIEWER FEEDBACK ON NEEDS ASSESSMENT
REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS
REVIEWER FEEDBACK ON ACTIVITIES

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:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. However, survey results recommended by during the IIT State Review indicated a need for consistent and reciprocal school/family communication among grade levels to better serve those with multiple children. Based on their feedback and our lack of parent attendance at events geared toward supporting student achievement, the school must devise more comprehensive ways to guide them in helping their children progress academicall, socially, and

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.	By June 1st 2017, we will see 10% increase in parent participation in instructionally related events (using Math Movement Night as our baseline) by using a Class Dojo SchoolStory application. The school will launch Parent videos which focus on promoting parent participation. This will be evidenced through the monitoring of our School Story on Classroom Dojo.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Viewing of videos on Classroom Dojo

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.
Oct-17	October 31 2017	90% of teachers will use some form of reciprocal communication and new staff will recieve training on reciprocal communication on Superintendent's Day.
September 2017	June 1 2017	Monthly Principal Coffee Hours for parents will be established and encouraged to further develop family engagement and home/school communicunication.
Novemeber 2017	May-17	A four part PD series for parents and staff to develop better understanding, build equity and realtional capacity.
Oct-17	Jun-17	Eight monthy videos will be produced and posted on school wide communication system to share general information, encourage advocacy, and to understand how parents can support our academic and social emotional programming.
Oct-17	Jun-17	Monthy student newsletter written by students for students that promotes communication and student feedback. Paper copy will be distributed to students, it will be posted on Classroom Dojo and our school website.

REVIEWER FEEDBACK

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.

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES