LEA Name:	Rochester City School District
LEA BEDS Code:	261600010002
School Name:	Clara Barton School No. 02

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Pamela D. Rutland	Title	Principal
Phone	585) 235-2820	Email	pamela.rutland@rcsdk12.org
Website for Published Plan	www.rcsdk12.org/2		

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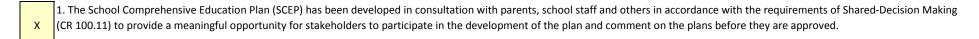
Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

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.
X	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.
X	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)
August 24, 2017	School No. 45		
August 30, 2017	School No. 02		
September 7, 2017	School No. 02		
September 11, 2017	School No. 02		

Name	Title / Organization	Signature
Pamela D. Rutland	Principal	
Sharon Murrell Dilbert	Assistant Principal	
Lynne Fox	Math Intervention Teacher	
Dale Spafford	5th Grade Teacher	
Raquel Hawkins	6th Grade Teacher	
Rachael Feltman	2nd grade Teacher	
Charle Moore	K-1-2 Special Education Teacher	
Lori Wess	1st grade Special Education Teacher	
Brian Moroni	5/6 grade Special Education Teacher	
Kristine Elliott	CT/Resource Teacher	
Kristine Hooker	Teacher Assistant	
Antonio Williams	Head Custodian	
Dwana Harrell	Parent Liaison	
Laura Smith	Parent	
Bobbi Collins	Parent	
Renee Henton	Multi-site Director - 21st Century Grant - Quad - A For Kids	

School Information Sheet

School Information Sheet							
Grade Configuration	Pre-K to 6	Total Student Enrollment	394	% Title I Population	86.6	% Attendance Rate	91.90%
% of Students Eligible for Free Lunch	92%	% of Students Eligible for Reduced-Price	1.60%	% of Limited English Proficient Students	3%	% of Students with Disabilities	17%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.50%	% Black or African American	76.60%	% Hispanic or Latino	14.50%	% Asian, Native Hawaiian / Other Pacific Islander	1.30%	% White	6.90%	% Multi-Racial	0.30%

School Personnel							
Years Principal Assigned to School	4	# 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	4.40%	Average # of Teacher Absences	6.60%

Overall State Accountability Status							
Priority School	X	Focus School Identified by a Focus District	NA	SIG 1003(a) Recipient	NA	SIG 1003(g) Recipient	NA
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	NA
ELA Performance at Level 3 and Level 4	6%	Math Performance at Level 3 and Level 4	9%	Science Performance at Level 3 and Level 4	NA	Four-Year Graduation Rate (HS Only)	NA
% of 1st Year Students Who Earned 10+ Credits (HS Only)	NA	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	NA	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	NA	Six-Year Graduation Rate (HS Only)	NA
Persistently Failing School (per Education Law 211-f)	NA	Failing School (per Education Law 211-f)	NA				

4

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.)
X	Partial Degree (Fewer than 50% of goals were achieved.)
	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.)
X	Partial Degree (Fewer than 50% of activities were carried out.)
	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").

X	Limited Degree (No identified subgroups improved achievement.)
	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.)
X	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.)
	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.)
X	Partial Degree (Fewer than 50% of planned activities were funded.)
	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
X	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
	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).

Weekly grade level meetings were co-facilitated by instructional coaches and subject area directors which created an opportunity for increased collaboration and more data driven conversation/planning that improved interventions designed and delivered to students. We also implemented a 40 minute WIN block opposite Recess which freed up teachers to support classrooms daily. This resulted in every child receiving intervention or acceleration daily based on progress monitoring data and the SPRING/Winter administration of the NWEA.

• 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.

We had a school review in January of 2017. As a result, we reviewed several lesson plans templates, we created a walk-through schedule and we identified the needed professional development required along with advocating to be included in the next cohort of schools to be supported in the implementation of Restorative practices.

In developing the CURRENT YEAR'S plan:

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

Administrative walkthroughs with specific feedback for improvement in collaboration with academic subject directors/instructional coaches. Increasing the use/analysis of data to drive instruction/modifications at all three tiers of intervention. Providing support to teachers/administrators in the analysis and interpretation of data. Incorporate lesson plan reviews, specifically looking for evidence of differentiation in planningAdministrative walkthroughs will be conducted. Specific, actionable feedback will be provided to teachers. Walkthroughs will be conducted in collaboration with academic subject area directors and instructional coaches. Grade level meetings will focus on increased use and effective analysis of data to drive instruction/modifications at all three tiers of intervention as well as increasing students' understanding of their growth, progress and targets. Supports for teachers and administrators in the analysis and interpretation of data will be identified. In addition we will incorporate lesson plan reviews, specifically looking for evidence of differentiation of instruction, higher order questioning, and multiple opportunities for students to demonstrate their learning in teachers' lesson planning and design..

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

Teachers' instructional practices will include questioning strategies to promote higher order thinking and dedicated time for students to analyze complex text embedded with the 120 minute literacy block. Student folders will contain artifacts which de-emphasize worksheets/short answer questions. Student folders will include examples of real life applications and the creation of artifacts based on topics of students' academic interest (written creations, digital presentations, art work and speeches). The school leaders should create a walkthrough schedule that includes a focus on the Danielson and DTSDE Rubric. These walk-throughs need not be announced, but their focus should be clear and teachers should be given a sense of the windows for different elements to be reviewed and coached through these visits. Concrete, actionable, written feedback should be provided with attention to monitoring the progress made on the element through follow up discussion and visits.

• 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.

Clara Barton School No. 02 is a community of well-rounded individuals who live, teach and learn with a sense of purpose. Our identified needs directly support academic growth, social-emotional development, and include promoting physical fitness and healthy eating habits to ensure that all aspects of a child's growth and development are maximized.

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

85% of students across all subgroups will reach their projected growth targets established by the baseline data provided from NWEA/AimsWeb in the Fall.

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

The shool leadership team has identified teams/committees, structured to drive strategic implementation of the mission/guiding principles. We created committees responsible for implementing the action items outlined in each tenet of the SCEP. In addition, our parent liaison and PTA will support this work. Committees: Instructional Council, Lesson Plan Template Design, Parent Involvement, Healthy School, Book Carnival, Respect & Protect/PBIS, Response to Intervention, Assessment, English Language Arts Curriculum & Data Night, Math Curriculum & Data, Science Fair and Multicultural - Diversity Committee.

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

We have not assumed additional resources will be allocated, the only barrier we anticipate is time for disaggregating data, planning, providing intervention, coaching and teacher visits to model classrooms. In order to realize the gains we seek, we need to be sure to allocate time for planning, professional development and utilize the available resources well. The district increased the reading teacher allocation for School No. 02 from 1 to 4 and added two fulltime teachers to provide math intervention. Title 1 funding will be used to create opportunities for parents to review and understand their child's academic progress and supports for improvement as well as improve reciprocal communication between home and school.

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

Professional development will be offered during weekly grade level meetings in order to help inform, adjust and drive instruction. It will also serve as a means to create a common understanding and opportunity to gain new learning and collaboration in teacher planning. PLC's will be created to allow faculty/staff an opportunity to work collaboratively on a common goal under the foci of our SCEP. The PLC will utilize the RCSD learning designs in combination with the goals and action plan outlined in Clara Barton School No. 02's SCEP. Monthly professional learning sessions are designed to support, reinforce, monitor and reinforce adult learning practices in order to maintain the focus on improved student achievement. Embedded coaching will be provided to support the focus of their PLC. Professional development offerings will focus on the art of feedback, questioning strategies, data analysis to inform planning/instruction in addition to the work of becoming a Restorative Practices School in Cohort 2 - to address the social - emotional needs of students. There are also five have days scheduled for professional development embedded in the school calendar for the year. In addition the district professional development, provided through Truenorth Logic, that is aligned to the targeted areas for improvement will be utilized as well.

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

The school leaders will aggressively push to implement the new Parent App, RCSD link to strengthen relationships with school staff and the community. We will implement monthly faculty meetings and continue weekly communication bulletins for faculty and staff and the monthly Parent Newsletters . For the upcoming school year we will add a monthly community 'Hot coffee and Cool conversation' parent meetings to increase reciprocal communication between home and school and establish positive bridges of support for students and families. Teachers also use Class DoJo to provide parents and students a free tool to increase reciprocal communication. In addition we will attach workshops to events that have been historically well attended by parents and include some 'out of the box thinking ' to find ways to include raffles, job information and Saturday roundtables.

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

In addition to being available on our school website, this year's SCEP will be printed and 10 copies available in the school library. Each member of the leadership team will have a printed copy. Each grade level will also have a printed copy. It will also be e-mailed to the faculty and staff. School website, school Facebook page, SCEP progress monitoring reports distributed quarterly. Provide and overview and copies of the SCEP during Open House.

• Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Family Outreach

- Letters are sent home with current students informing families of opportunities for enrollment in prekindergarten or kindergarten classrooms within the school.
- Sample bags are displayed in school to advertise the event. In May, 2016 the RCSD Early Childhood Department held the annual, district-wide, Transition to Kindergarten Family Event. Once our incoming kindergarten class is identified, welcome letters our sent out to our families. An orientation is held in the first two weeks of August.
- August: School Orientations for kindergarten families and Kindergarten academic testing/screening.
- Participation in the Pre-k and Kindergarten Registration Fair; provide opportunities for the prekindergarten students to visit a kindergarten class during the spring semester.

Curriculum Alignment and Professional Development

- Prekindergarten and kindergarten teachers developed a scope and sequence for the High Scope Preschool Curriculum adopted for use in prekindergarten classrooms during Summer 2014 and this will be used again in 2016-2017.
- Prekindergarten and kindergarten teachers attended professional development together at a four day Summer Institute held at Monroe Community College during August. This included training in the use of the Brigance Early Childhood Screen, a screening tool adopted for kindergarten and used in prekindergarten. Principals supported this initiative by sending staff to receive training, learning how to interpret the results as part of their overall assessment monitoring.
- Teachers from the Rochester Preschool Parent Program and a district kindergarten teacher serve on the district-wide Prekindergarten Professional Development Committee with a pre-k teacher from a Community Based Organization (CBO) and directors from Head Start and other agencies to design professional development targeted to meet student and teacher needs through prekindergarten and during kindergarten. District administrators participating on the committee included the Executive Director of Reading by Grade Three, the Executive Director of Early Childhood and the Assistant Director/Program Supervisor of the Rochester Preschool Parent Program.
- Teachers from Rochester Preschool Parent Program (School No. 52) and a district kindergarten teacher (School No. 46) serve on the district-wide Prekindergarten Professional Development Committee with a pre-k teacher from a Community Based Organization (CBO) and directors from Head Start and other agencies to design professional development targeted to meet student and teacher needs through prekindergarten and during kindergarten. District administrators participating on the committee included the Executive Director of Reading By Grade Three, the Executive Director of Early Childhood and the Assistant Director/Program Supervisor of the Rochester Preschool Parent Program.

Records Sharing

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

Re-Identified Focus Schools

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

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

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

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

3. How will the school continue to monitor and make adjustments to implementation?

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.**

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.**

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**

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

E. School Climate and Discipline: **Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 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.**

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.**

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.**

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.**

Priority Schools: Whole School Reform Model

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

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

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?

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

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	Y	Y	Y	Y	Y
Student Average Daily Attendance	Y	Y	Y	Y	Y
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)	Y	Y	Y	Y	Y
Student Discipline Referrals	Y	Y	Y	Y	Y
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development	Y	Y	Y	Y	Y
Parent Attendance at Workshops	Y	Y	Y	Y	Y
Parent Participation in District/School Surveys	Y	Y	Y	Y	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 17-19, 2017
B2. DTSDE Review Type:	District-led Review

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 leaders should create a walkthrough schedule that includes a focus on the Danielson and DTSDE Rubric. These walk-throughs need not be announced, but their focus should be clear and teachers should be given a sense of the windows for different elements to be reviewed and coached through these visits. Concrete, actionable, written feedback should be provided with attention to monitoring the progress made on the element through follow up discussion and visits.

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.	The school Leaders will create a walkthrough schedule that includes a focus on the Danielson and DTSDE Rubric, by September 30, 2017. The weekly bulletin will provide teachers with the focus of each week's visits September 2017 - June 2018.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

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.
5-Sep-17	21-Jun-18	School leaders create a classroom visitation schedule that include subject area directors and instructional coaches to monitor tier 1 intervention (good first teaching) and provide actionable explicit feedback to teachers and teaching assistants.
12-Sep-17	23-Dec-17	School leaders will conduct and review all formal classroom observations with certificated faculty and staff by December 22, 2017.
7-Sep-17	19-Jun-18	School Leaders will reserve 1 hour each day to conduct 10 to 15 minute walk-throughs providing explicit, timely feedback.(e-doctrina)
15-Jul-17	15-May-18	The professional development offerings will focus on the art of feeback, questioning strategies, data analysis to inform planning/instruction in addition to working towards becoming a Restorative Practices School in Cohort 2.
5-Sep-17	21-Jun-18	The last Friday of each month a staff breakfast/faculty meeting will be held before the start of school. Each monthly meeting will be supported by a different grade level or department.

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 17-19, 2017
B2. DTSDE Review Type:	District-led Review

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.	Teachers on a school-wide basis should write daily lesson plans which incorporate both Danielson and DTSDE elements. Consistency about these elements should be agreed to by the SBPT.

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.	The SBPT will disseminate the agreed upon elements which must be included in daily lesson plans by the 30th of September. Teachers will be provided with timely, written feedback on lesson plans during the observation process (formal, informal and walkthroughs) beginning this school year (2017 - 18).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

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.
1-Jul-17	31-Aug-17	Design and disseminate a master schedule that includes daily common planning periods.
5-Sep-17	29-Sep-17	Design and create a calendar/working document that includes support from subject area directors, instructional coaches and lead teachers to support tier 1, good first teaching and tier 2 and tier 3 intervention (planning and implementation).
5-Sep-17	29-Sep-17	Disseminate the agreed upon elements which must be included in daily lessons plans.
5-Sep-17	22-Jun-18	Develop PLC's and SCEP monitoring and implementation teams.
5-Sep-17	29-Sep-17	Introduction and use of data analysis and reviewing student work protocols. This work will be led by our Instructional Council, which is a vertical team of teachers with representation from each grade level.
29-Sep-17	27-Oct-17	Develop PLC's and SCEP monitoring and implementation teams.
19-Sep-17	22-Jun-18	Grade level teams will meet once a week for support with the art of feeback, questioning strategies, data analysis to inform planning/instruction in addition to the work of becoming a Restorative Practices School in Cohort 2.

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 17-19, 2017
B2. DTSDE Review Type:	District-led Review

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.	Teacher's instructional practices need to include questioning strategies to promote higher order thinking and dedicated time for students to analyze complex text. Student folders should contain artifacts which de-emphasize worksheets/short answer questions. There is evidence that teachers are beginning to use data to develop intervention groups and focus work from data such as NWEA and CKWR assessments (Core Knowledge World Recognition) and are using this data for intervention groups such as WIN and AIS however more work is needed in the areas of providing students with feedback, pacing and questioning that requires higher order thinking.

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.	Teachers' instructional practices will include questioning strategies to promote higher order thinking and dedicated time for students to analyze complex text embedded with the 120 minute literacy block. Student folders will contain artifacts which de-emphasize worksheets/short answer questions. Student folders will include examples of real life applications and the creation of artifacts based on topics of students' academic interest (written creations, digital presentations, art work and speeches).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

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.
11-Jul-17	30-Aug-17	Identify teacher leaders to model and share effective practices for instruction such as questioning, scaffolding differentiation, transitions and flexible grouping.
5-Sep-17	22-Jun-18	Require all teachers to use student data to inform their instruction and to address the levels towards which students are working. Each teacher will be required to keep a data binder.
5-Sep-17	22-Jun-18	Monitor planning and instruction to ensure that these practices are implemented and the impact on student achievement monitored and further weaknesses are addressed rigorously and urgently.
5-Sep-17	22-Jun-18	All teachers will progress monitor every three weeks and use this data when planning instruction to modify curriculum during common planning periods. Each teacher will be required to keep a data binder.
5-Sep-17	22-Jun-18	Every 6 weeks, progress monitoring data will be reviewed to evaluate student skill levels and we will regroup students based on their academic progress and need.

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 17-19, 2017
B2. DTSDE Review Type:	District-led Review

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.	Continue the use of current Respect and Protect program, Bulldog Pride rubric, PBIS and the color-coded behavior leveling system. Appropriate Staff should continue to expand the classroom teachers' comfort level with Peace Circles and Restorative Practices. Embed teacher and staff modeling of appropriate behavior management techniques for all students. Create a check-in system for students who are persistently in blue or orange categories and in need of extra support to progress; during non-instructional time. Link rewards assemblies to celebrate student growth in all areas including, social and developmental health as well as academic growth on assessments.

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.	The current programs that are in place to promote the social and emotional developmental health of students, Respect and Protect program and the Bulldog Pride rubric will be emphasized and all new members of the school's community will understand and assist with continuation of these programs to ensure that new faculty, staff and families know, understand and help support the implementation by the end of October 2017.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

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.
5-Sep-17	30-Sep-17	Devise a system where each student is known and meets regularly with a designated member of staff to discuss their social and academic needs.
1-Jul-17	22-Jun-17	Continue with the Respect and Protect program's gold and silver events. Deeply analyze data from the Respect and Protect program's rankings (gold, silver, blue and orange) along with student discipline referrals, identify trends and patterns in student behavior and needs. Action steps will be developed based on the data, the trends and the identified needs.
5-Sep-17	30-Sep-17	Survey students and staff quarterly to identify issues related to bullying and use this information to develop a school-wide program to help eradicate bullying and to equip staff with the necessary skills to consistently support students who are experiencing social and emotional difficulties.
5-Sep-17	22-Jun-18	Offer four 1hr. refresher sessions for TCIS recertification for faculty and staff (approximately 36 members) currently certified and encourage new faculty and staff to complete the full TCIS training for certification.
5-Sep-17	22-Jun-18	Implementation with Fidely RESTORATIVE Practices as the newest cohort in the RCSD.
5-Sep-17	22-Jun-18	Create a Restorative Community Committee to support and monitor the implementation of Restorative Practices.

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:	January 17-19, 2017
B2. DTSDE Review Type:	District-led Review

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.	Expand the school's connections and outreach to increase the number families in the work of supporting the school's efforts. They should seek strategies to have parent leaders assist in expanding this base of support. This support must be both in the academic and social and emotional developmental achievement of students.

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 the end of the 2017-2018 school year, the school will expand its' connections and outreach to involve a greater number families in the work of supporting the school's efforts. The school will put in place a committee to identify strategies to have parent leaders assist in expanding this base of support. The family support will be both in the academic and social and emotional developmental achievement of students.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

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.
5-Sep-17	22-Jun-18	Create, send and analyze a survey (in their home language(s)) for families, disseminated at monthly events with a specific focus, to find out and respond to information relating to effective modes of reciprocal communication, how to support their child's academic and social needs, and feedback on the school's progress towards the school's priorities and goals.
5-Sep-17	22-Jun-18	Monitor the consistency of all channels of communication between home and school each quarter and checking that all families understand how they work.
5-Sep-17	22-Jun-18	Provide regular support and guidance for families to better access and understand data and other important information so that they can work in partnership with the school in better meeting the needs of all students.
5-Sep-17	22-Jun-18	Hold quarterly staff meetings to discuss methods to facilitate and cultural responsiveness and reciprocal communication between home and school regarding curricular units of study, individual student performance that engages families in the learning process. This will include effective ways to provide feedback on report cards, parent conferencing techniques and strategies to include parents as partners in instruction. Offer a Book study on including parents as partners in instruction.
5-Sep-17	22-Jun-18	A draft calander of parent events will be dissemenated to all members of the school's community by October 2, 2017.
5-Sep-17	22-Jun-18	Immplementation and information of the new Parent App RCSDlink
5-Sep-17	22-Jun-18	Sponsor math and literacy curriculum nights. Prepare students to share their progress.