

LEA Name:	
LEA BEDS Code:	261600010120
School Name:	Henry Lomb School 20

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	D' Onnarae Johnson	Title	Principal
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Website for Published Plan	rcsdk12.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

Statement of Assurances

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

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

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

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

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

- 5+C17. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

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

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
8/16/2017	School 20	7-Oct-17	School 20
23-Aug-17	School 20	11/6/2017	School 20
August 24, 2017	School 45	12/4/2017	School 20
3-Sep-17	School 20	1/8/2018	School 20
September 11, 2017	School 20	2/5/2018	School 20

Name	Title / Organization	Signature
Cheryl Donatella	Assistant Principal	
D'Onnarae Johnson	Principal	
Ruth Young-Card	Special Education Teacher	
Kathleen Lechner	Primary Teacher	
Gillian Roman	Intervention Teacher	
Maria Behrend	Reading Teacher	
Noreen Tobon	Primary Teacher	
Scott Scott	Intermediate Teacher	
Valerie Medley	Parent Liaison	
Barbara Sutera	Teaching Assistant	
Ramona Colon	Parent, President of PTO	

School Information Sheet

School Information Sheet							
Grade Configuration		Total Student Enrollment		% Title I Population		% Attendance Rate	
% of Students Eligible for Free Lunch		% of Students Eligible for Reduced-Price		% of Limited English Proficient Students		% of Students with Disabilities	

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

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

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

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").

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

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

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

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

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

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

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

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

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

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

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | Tenet 6: Family and Community Engagement |

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Student social emotional needs were more closely monitored and intervention was provided to meet their individual needs.

- 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.

Learning targets were stressed and required to be displayed in lesson plans as well as visually displayed for students to see. Moreover, differentiation of instruction was stressed at the intermediate level to identify students who were on, above and below grade level.

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

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

Instructional Expectations will include: a mini-lesson, work time, closing and an end of lesson assessment. Teachers will analyze student ELA and math assessment data during grade level meetings. Clear expectations will be established for student behavior throughout the school building. Finally, Improved parent involvement through the use of data about parents participation.

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

Improve student performance on the NYS ELA and math examinations by 10%.

- 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.

Educational excellence with a vision for the future including the social, emotional, safety and wellbeing of all. Through improved student performance on the NYS examinations, students will achieve the goal of educational excellence.

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

Improve student performance on the NYS ELA and math examinations by 10%.

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

School structures that will drive implementation include: grade level meetings and professional development.

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

Scheduling is a barrier that we will not be able to change this year due to District technology limitations. Teacher buy in.

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

Teachers will be provided with professional development throughout the year to address schoolwide behavioral expectations as well as data driven instruction.

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

The methods that will be used by school leaders to strengthen relationships will include: personal dialogue, constructive feedback and team building activities.

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

Henry Lomb School 20 website, email and hard copies will be available upon request.

- 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.

This is an area that is controlled by RCSD.

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?

Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data

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.

This year, studnets will be assessed formally on a monthly basis to determine progress towards meeting the 10% expected increase on the NYS ELA and math examinations. The data sources that will be used will include: elearning NYS released questions and Mometrics test preparation assessments on a monthly basis from September through May.

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

Monitoring of the implementation will be done monthly by the school based planning team. Staff will be informed of adjustments and changes.

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.

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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?

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.

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:	February 28 - March 2, 2017
B2. DTSDE Review Type:	State 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.	By March 14, 2017, the school leaders should organize teacher focus walks during ELA and math lessons that target the school's instructional expectations, including: • a mini lesson where the learning intention is explained and posted for students to see and referenced during the lesson; • a work time when students complete grade level activities that are accurately matched to their achievement levels, particularly for those students who are above or below grade level; and • an end of lesson assessment that links to the learning intention and assesses how well students have learned during the lesson. The school leaders should give teachers written, actionable feedback on how well they are progressing and revisit classes to ensure
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Administrators will conduct walkthroughs and classroom observations to ensure that 100% of teachers differentiate instruction. Administration will conduct 1 walkthrough or observation for each teacher monthly beginning in September 2017 and ending in May 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) Teachers Rated as "Effective" and "Highly Effective"

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.
9/6/2017	5/20/2018	Administrators will conduct monthly classroom walkthroughs to ensure differentiation occurs in 100% of classrooms during ELA and math instruction. Walkthroughs will take place weekly each month. In order to meet the specific needs of each child, teachers need to differentiate their instruction. The walkthroughs will ensure that differentiation is occurring based on data driven instruction.
9/1/2017	5/27/2018	Administrators will provide feedback within 5 days after each monthly walkthrough to review their walkthrough data. The following areas will be monitored: assessments, differentiation, Learning Targets and containing the CCLS.
9/6/2017	6/1/2018	Administrators will meet the last Friday of each month to discuss walkthrough data and next steps. Each administrator will provide specific support to teachers based on the data gathered during walkthroughs within 5 days. Teachers who are identified as needing assistance in any of the areas will be coached by an administrator to improve in that area.
9/8/2017	9/25/2017	Administrators in collaboration with teachers will develop a schedule for ELA and math grade level meetings in which data analysis of student assessments will be discussed. The schedule will be disseminated to the staff on 9/25/2017. Administration will attend the monthly meeting to ensure that ELA and math data analysis is being used to inform instruction. The meetings will be rated based on the following scale: Y - Student data analyzed No - No student data analyzed.

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:	February 28 - March 2, 2017
B2. DTSDE Review Type:	State 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.	By March 6, 2017, in collaboration with the district staff, school leaders should ensure that each teacher analyzes their ELA and math assessment data during grade level meetings to plan grade level activities that accurately match the achievement levels of students in their classes, especially for students performing above or below grade level.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	100% of teachers will receive feedback within 5 days of monthly walkthroughs/observations and lesson plan checks to include evidence of the use of learning targets, formative assessments and differentiation as indicated by 1c, 1f and 3c of the Danielson Rubric leading to increased student achievement through improved teacher practice. Moreover, administrators and or the AIS coaches will attend one grade level meeting monthly to ensure that ELA and math data are being analyzed during grade level meetings from September 2017 to May 2018.
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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 Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Teacher Average Daily Attendance Rate
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/6/2017	5/20/2018	Administrators will conduct monthly classroom walkthroughs to ensure differentiation occurs in 100% of classrooms during ELA and math instruction. Walkthroughs and observations will take place weekly each month. In order to meet the specific needs of each child, teachers need to differentiate their instruction. The walkthroughs will ensure that differentiation is occurring based on data driven instruction.
9/1/2017	5/27/2018	Administrators will provide feedback within 5 days after each monthly walkthrough or observation to teachers. The following areas will be monitored: assessments, differentiation, Learning Targets containing the CCLS.
9/6/2017	6/1/2018	Administrators will meet the last Friday of each month to discuss walkthrough data and next steps. Each administrator will provide specific support to teachers based on the data gathered during walkthroughs within 5 days of each walkthrough or observation. Teachers who are identified as needing assistance in any of the areas will be coached by an administrator to improve in that area.
9/8/2017	9/25/2017	Administrators in collaboration with teachers will develop a schedule for ELA and math grade level meetings in which data analysis of student assessments will be discussed. The schedule will be disseminated to the staff on 9/25/2017. Administration will attend the monthly meeting to ensure that ELA and math data analysis is being used to inform instruction. The meetings will be rated based on the following scale: Y - Student data analyzed No - No student data analyzed.

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:	February 28 - March 2, 2017
B2. DTSDE Review Type:	State 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.	By March 13, 2017, teachers should ensure that their instruction for ELA and math contains: • a learning intention that is explained, posted for students to see, and referenced during the lesson; • grade level activities that are accurately matched to student achievement levels, particularly for students who are performing above or below grade level; and • an assessment that links to the learning intention and assesses how well students have learned by the end of the lesson.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	100% of teachers will rate themselves on the following elements: differentiation in their lesson plans as well as in instructional groups, learning target/essential question reflecting CCLS in both the lesson plans and evident in instruction and assessments/ DDI.
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

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.
9/25/2017	6/1/2018	Administrators will develop a rating sheet for teachers to use when rating themselves on the following elements: differentiation in their lesson plans as well as in instructional groups, assessments, learning target/essential question in both the lesson plan as well as evident during instruction and inclusion of the CCLS in all lesson plans. Each area will be rated E – Evident or NE – Not Evident. The form will be complete by 9/25/17.
9/1/2017	4/27/2018	Teachers will rate themselves three times per year (September, December and April) on the following elements: 1. Differentiation in their lesson plans as well as in instructional groups 2. learning target/essential question reflecting CCLS in both the lesson plans and evident in instruction 3. Assessments/ DDI.
10/1/2017	5/27/2018	Teachers will provide professional development to each other on the elements based on their ratings in October, January and May. Teachers will do a collegial learning circle to unpack the standards as a way of developing collaboratively and professionally.

		#NAME?
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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:	February 28 - March 2, 2017
B2. DTSDE Review Type:	State 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.	In collaboration with student support staff and the Character Counts committee, the school leader should establish and enforce clear expectations for student behavior in locations such as classrooms, hallways, and the café by March 20, 2017.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By September 2017, 100% of staff will participate in training on the Time to Teach model to improve student behavior. Student behavior will be monitored monthly to determine trends of positive and negative behaviors to decrease the number of referrals to the office by 10%.
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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 Suspension Rate (Short-Term / Long-Term)
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/2017	4/30/2018	100% of staff will receive training on the Time to Teach model of behavior management 3x per year in September, January and April.
9/1/2017	9/6/2017	A spreadsheet will be disseminated to staff to record progressive discipline for all students.
10/1/2017	6/1/2018	Administrators will share the results of the spreadsheet with staff during early dismissal days quarterly.
5/1/2017	9/25/2017	Staff will collaborate to determine school wide expectations for student behavior. The expectations will be distributed to all staff in September 2017.

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:	February 28 - March 2, 2017	
B2. DTSDE Review Type:	State 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.	By March 6, 2017, the parent liaison should collaborate with school leaders to: • identify parents who have not attended a school event this year; and • develop a plan to personally contact the parents who have not attended a school function to invite them to the next event. The school leaders and parent liaison should monitor parent engagement at all future events.	
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.	Attendance will be taken 100% of the time at all parent events to monitor parent attendance at school functions. The parent liaison will check parent attendance in October, January and March to determine the parents to be contacted to attend the next scheduled school function.	
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)	
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.
8/28/2017	6/1/2018	Attendance sheets will be reviewed to determine parents who have not attended any school function. In October, January and March those parents will be personally invited by the parent liaison to attend the next scheduled school function.