

LEA Name:	Rochester City School District
LEA BEDS Code:	26100010000
School Name:	Nathaniel Hawthorne School No. 25

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Deborah Lazio	Title	Principal
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Website for Published Plan	www.rcsdk12.org		

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

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

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the 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. 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)
August 23, 2017	School 45		
August 29, 2017	School 25		

Name	Title / Organization	Signature
Renee Fendt	School No. 25 Teacher	
Karen Guerand	School No. 25 Teacher	
Kristin Henry	School No. 25 Teacher	
Michelle Cope	School No. 25 Teacher	
Yvette Smothers	School No. 25 Parent Liaison	
Jason Wertz	School No. 25 Assistant Principal	
Deborah Lazio	School No. 25 Principal	
Christina Grey	School No. 25 Teacher	
Aaronette Harris	Parent	
Rosanna DeJesus	Parent	
Tomeka Owens	Parent	

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

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

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

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

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

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

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

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

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

We continued to survey parents to find out what they thought about events offered, and School Based Planning Team continued to use the parent teacher feedback form for teachers to use to share information with parents during parent teacher conferences. Teachers continued to use the form to track student data and target individual students. Teachers began the year with data and used the data binders that they were given at the beginning of the year.

- 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.

As a result of the previous DTSDE, all teacher post 2 higher level questions per lesson. The impact is that 100% of the teacher's plan book shows higher level questions and the questions are posted in the classrooms.

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

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

Creating and using formative assessments, differentiated instruction, collaboration, collaborative team meetings, analyzing data, action plans, analyzing student work and using higher level questioning.

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

Increase the use of formative assessments, increase the use of multiple points of access, increase student achievement in math and ELA, increase parental engagement, reduce recidivism and increase higher level questioning.

- 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.

At Nathaniel Hawthorne School No. 25, we are committed to high expectations for all our students while working toward continuous improvement in educational practices and promoting a positive school environment. We will provide a safe and positive, child-centered environment, promote student and teachers joy of learning, ensure students will be active participants in the learning process, encourage a mutual respect for individual differences and values, expand and broaden student's real life experiences, provide differentiated instruction to reach individual student's potential and encourage and invite parents to be active in their child's learning environment. The mission statement aligns with the guiding principles because the mission statement stresses differentiated instruction, a safe, positive environment and parents to be active in their child's learning environment.

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

1) By the end of the 2017-18 school year, student attendance will increase by 1%, from 93% to 94%, with an increased focus on chronically absent and tardy students. 2) By the end of June, 2018, 90% of teachers (PreK-6), will have fully implemented PATHS with fidelity as evidenced in plan books and teacher master schedules, as reflected by reduction in behavioral concerns at rates of recidivism and behavior among students. 3) By the end of June 2018, 100% of K-6 teachers will use the data from NWEA and AIMSweb ELA and Math Subtests to inform instruction which will result in an increase in math and ELA student achievement.

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

The school structures in place include the use of PBS, PATHS, Primary Project, and Student Support Services to provide a safe, positive, child-centered environment. Teachers will be provided with collegial circles and other collaborative Professional Development opportunities which will promote the joy of learning. Through Professional Development, teachers will refine their practices and understandings so that they can ensure students will be active participants in the learning process, expand and broaden real-life experiences, and provide differentiated instruction to children. In order to assess student progress benchmark testing will be scheduled. Teachers and support staff will have regularly scheduled grade level meetings so that they can plan and monitor student progress on both formative assessments and benchmark testing.

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

Attendance at meetings can be a barrier. Parent participation in school activities is a barrier. Student tardies and absences are a barriers. Students transferring in from lowering performing schools can be a barrier.

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

The professional development oppourtunities will be geared toward collaborating to create and implement formative assessments, as well as collaboative interpretation of the data to drive instruction. Teachers will work together to interpret data at grade level professional development and then use this data to create multiple points of access to the instruction based on students' academic and social-emotional needs. On going PD's held for curriculum mapping to enhance standards based teaching. Professional Development will be provided so that teachers can strengthen their understanding of the Common Core standards so that they can align instructional outcomes to the standards. PD will be provided to train teachers on the implementation of the ZEARN Math Program since School No. 25 is a Treatment School. Collegial Group Studies will be held on Reading and Writing Strategies based on the books by Stephanie Serravallo. School No. 25 will continue the technology PD that began it's implimentation during the 2016-17 school year.

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

Newsletters, bulletins, emails, professional development, observations, websites, evaluations, parent orientation, parent nights, student events

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

Newsletters, bulletins, emails, professional development, observations, websites, evaluations, parent orientation, parent nights, student events

- 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.

Students who will be enrolled in Pre K will be participating in the Pre K summer Ramp Up program. The summer school program will be for students from K-5th grade. The Pre K teachers have Parent Activity Nights throughout the school year. Pre K classrooms share records with School No. 25. Pre K teachers attend professional development and collegial circles. Pre K Tours are given to students' families. Tours are offered to families of STEPS students. Pre K uses School facilities throughout the school year (library, gymnasium, playground). The Pre K curriculum is aligned to the Common Core Learning standards.

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.

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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.

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
Student Average Daily Attendance			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
Student Discipline Referrals				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"	Y	Y	Y		
Teacher Attendance at Professional Development	Y	Y	Y		
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					Y

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	February 23-24, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Currently 50% of teachers are attending professional development. This makes it difficult for the school leader to share the instructional initiatives and systems with staff members.
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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 June 2018, the number of staff attendance at professional development will increase from 50% to 80% so the school leader and coach can further share instructional best practices.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

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.
Sep-17	Jun-18	School leader will schedule grade level meetings bi-weekly for K-6 classroom teachers and intervention teachers in order for teachers to collaborate and analyze data as a team
9/1/2017	Jun-18	Teachers will rotate taking and distributing minutes and action plans from grade level meetings using a shared google doc in the google drive to inform all members of the team
Sep-17	Jun-18	School leader will schedule benchmark testing for students 3 times a year to monitor student achievement
Sep-17	Jun-18	School leader will provide professional development, quarterly, to inform staff of best practices
Sep-17	Jun-18	School leader will distribute the individual student target setting form to teachers, in the fall, so that teachers can set targets for each student.
Sep-17	Jun-18	School leaders will conduct informal walkthroughs, bi-monthly, to assess the use of formative assessment to observe multiple access points of

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 23-24, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Currently 50% of teachers are attending professional development. This makes it difficult for the school leader to share the instructional initiatives and systems with staff members.
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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 June 2018, the number of staff attendance at professional development will increase from 50% to 80% so the school leader and coach can further share instructional best practices.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development
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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.
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Sep-17	Jun-18	School leader will schedule grade level meetings bi-weekly for K-6 classroom teachers and intervention teachers in order for teachers to collaborate and analyze data as a team
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Sep-17	Jun-18	Teachers will rotate taking and distributing minutes and action plans from grade level meetings using a shared google doc in the google drive to inform all members of the team.
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Sep-17	Jun-18	School leader will schedule benchmark testing for students 3 times a year to monitor student achievement.
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Sep-17	Jun-18	School leader will provide professional development, quarterly, to inform staff of best practices.
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Sep-17	Nov-17	School leader will distribute the individual student target setting form to teachers, in the fall, so that teachers can set targets for each student.
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Sep-17	Jun-18	School leaders will conduct informal walkthroughs, bi-monthly, to assess the use of formative assessment to observe multiple access points of instruction in classrooms.
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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 23-24, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Currently 50% of teachers are attending professional development. This makes it difficult for the school leader to share the instructional initiatives and systems with staff members.
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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 June 2018, the number of staff attendance at professional development will increase from 50% to 80% so the school leader and coach can further share instructional best practices.
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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 Average Daily Attendance Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development
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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.
Sep-17	Jun-18	School leader will schedule grade level meetings bi-weekly for K-6 classroom teachers and intervention teachers in order for teachers to collaborate and analyze data as a team
Sep-17	Jun-18	Teachers will rotate taking and distributing minutes and action plans from grade level meetings using a shared google doc in the google drive to inform all members of the team
Sep-17	Jun-18	School leader will schedule benchmark testing for students 3 times a year to monitor student achievement
Sep-17	Jun-18	School leader will provide professional development, quarterly, to inform staff of best practices
Sep-17	Jun-18	School leader will distribute the individual student target setting form to teachers, in the fall, so that teachers can set targets for each student.
Sep-17	Jun-18	School leaders will conduct informal walkthroughs, bi-monthly, to assess the use of formative assessment to observe multiple access points of instruction in classrooms.

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 23-24, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The DTSDE School Performance Scan indicated that 48.6% of the staff said student behavior interferes with instruction. This indicates the school needs to collect and analyze behavioral data to reduce interruptions to instruction and reduce the rate of recidivism.
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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 June 2018, 100% of teachers will use behavior intervention systems to track classroom interruptions such as restorative practices, PATHS, peace circles, buddy rooms, etc.. This will be reviewed monthly at grade level meetings so that teachers can collaborate and devise an action plan to address chronically disruptive students. School Based Planning Team will review this plan each month.
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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 Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals
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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.
Sep-17	Jun-18	School leader will schedule grade level meetings bi-weekly for K-6 classroom teachers and intervention teachers in order for teachers to collaborate and analyze data as a team
Sep-17	Jun-18	Teachers and support staff will discuss and analyze behavioral referral data bi-weekly to determine a plan of action
Sep-17	Jun-18	Teachers and building staff will continue to use PBS programs, daily, to aide in social-emotional growth
Sep-17	Jun-18	Teachers will attend "in-house" professional development as planned by SBPT, monthly, to learn about best practices including using formative assessments to target differentiated instruction as it relates to social emotional growth of students.
Sep-17	Jun-18	Teachers and building staff will continue to use PATHS program, weekly, to aide in social-emotional growth of students
Sep-17	Jun-18	SBPT will monitor student discipline data, monthly, to assess the effectiveness of programs
Sep-17	Jun-18	PBS team will meet monthly to schedule events and create incentive menus for the school

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 23-24, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The DTSDE School Performance Scan indicated that 62% of the students said that their families attend school events. The survey also indicated that 78.1% of staff feel that we have conducted a needs assessment with families. Actual attendance at events has varied from 20% to 35%. The Parent Liason needs to conduct a needs assessment with families so that they understand their interests and concerns so that SBPT can better plan family events.
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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 October 2017, the Parent Liason will conduct a needs assessment with 100% of the School 25 families to assess parent interests and concerns so that the SBPT can better plan family events. The SBPT will review parent event attendance and survey data at monthly meetings to inform event planning based on families' interests and needs.
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.
Sep-17	Jun-18	Parent Liaison will distribute a needs assessment to parents, in the fall, so SBPT will have an idea about what school events parents would be interested in attending.
Sep-17	Jun-18	School Based Planning Team will plan the events for parents to attend.
Sep-17	Jun-18	Parents will fill out the parent reflection survey sheet after each parent event in order to provide feedback about the event.
Sep-17	Jun-18	SBPT will review the parent reflection survey sheets after the events, to decide if the events were worthwhile and if parental attendance improved.
Sep-17	Jun-18	Parent Liason will collect parent sign-in sheets after every event to track parent participation and attendance for subsequent follow-up.