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| LEA Name: | Rochester City School District |
| LEA BEDS Code: | 261600010052 |
| School Name: | Frank Fowler Dow School No. 52 |

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

| | | | |
|-----------------------------------|---------------------|--------------|--------------------------|
| Contact Name | Dr. Mary Aronson | Title | Principal |
| Phone | 585-482-9614 x 1001 | Email | mary.aronson@rcsdk12.org |
| 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 | | | |

X

X

X

X

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 24, 2017 | School No. 45 cafeteria | | |
| September 6, 2017 | School #53 library | | |
| September 11, 2017 | School #52 Principal's office | | |
| September 12, 2017 | School #52 Principal's office | | |
| | | | |

| Name | Title / Organization | Signature |
|-------------------|---------------------------|-----------|
| Mary Aronson | Principal | |
| Amy Lyle | Assistant Principal | |
| Michael Conover | Intervention Teacher | |
| J'Nita Dixon | Intermediate Teacher | |
| Michelle Calogero | Special Education Teacher | |
| Carol Colombo | Speech/Language Therapist | |
| Rosaria Vercolen | Resource Teacher | |
| Holly Perez | Parent | |
| Jenna Silpe | Parent | |
| Tanya Homer | Primary Teacher | |
| Ana Milian-Holmes | Intermediate Teacher | |
| Susan Reuter | Library Media Specialist | |
| Janice Wideman | Parent Liaison | |
| Alvin Simpson | Teaching Assistant | |
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School Information Sheet

| School Information Sheet | | | | | | | |
|---------------------------------------|------|--|-----|--|----|---------------------------------|-----|
| Grade Configuration | PK-6 | Total Student Enrollment | 353 | % Title I Population | | % Attendance Rate | 91% |
| % of Students Eligible for Free Lunch | 67% | % of Students Eligible for Reduced-Price | | % of Limited English Proficient Students | 2% | % of Students with Disabilities | 15% |

| Racial/Ethnic Origin of School Student Population | | | | | | | | | | | |
|---|----|-----------------------------|-----|----------------------|-----|---|----|---------|-----|----------------|----|
| % American Indian or Alaska Native | 0% | % Black or African American | 51% | % Hispanic or Latino | 24% | % Asian, Native Hawaiian / Other Pacific Islander | 1% | % White | 25% | % Multi-Racial | 0% |

| School Personnel | | | | | | | |
|---|---|--|---|--|---|----------------------------------|---|
| Years Principal Assigned to School | 2 | # of Assistant Principals | 1 | # of Deans | 0 | # of Counselors / Social Workers | 1 |
| % 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 type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input checked="" 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 type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" 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").

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|-------------------------------------|--|
| <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 type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" 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 type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input checked="" type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <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).

The implementation of the SWPBIS system and the Code of Conduct helped staff identify instructional and/or behavioral concerns that were causing student removal and address issues by providing targeted additional system support.

- 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.

Ongoing program monitoring allowed staff to review data from NWEA, AIMSweb, common assessments and mid-module assessments during scheduled meetings to identify instructional gaps and to develop an individualized plan to support each student. Teacher lesson plans were reviewed during grade-level meetings and actionable feedback was provided.

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

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

Teams were able to adopt protocols that support weekly grade level meetings to collaborate, develop, and implement plans using CCLS and curriculum materials that improve teaching practices utilizing differentiation, intervention, and acceleration.

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

This year's plan continues the focus on differentiation and higher level questioning strategies as well as incorporating the RCSD goals that were outlined at part of DTSE Tenet 1.

- 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.

A great deal of work is still being done this year with the entire school community to increase focus on the part of the school mission that encourages students to value themselves and others and to attain their highest level of achievement. This has been done by our "Be Smart. Be Brave. Be Kind." campaign that was rolled out in coordination with the SBPT and the PTO. Restorative Initiatives are also being added as a new layer of support.

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

Increase student performance in both ELA and Math for students in Grades 3-6 by 10%.

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

Flexible monitoring systems have been added to increase the organization's ability to more quickly respond to student needs. Teachers and service providers will be able to monitor all district, state and school level assessments in order to further support our differentiation/higher level questioning focus.

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

This year an attendance team will continue to meet biweekly to identify potential attendance issues and work to establish relationships with families so that supports could be put into place (child care for younger siblings, housing for homeless families, and community support for families in transition).

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

Grade level meetings will occur once a week with common grade level team members. Data will be discussed and used to generate student support plans. Teachers and administrators will plan the agenda for grade level meetings. Grade level meetings are being utilized to improve instruction and student achievement.

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

This is an area of significant strength for School #52. Newsletters, website updates, mailings, conversations, social media platforms, numerous parent night and family activities. Eight Lego League teams, daily classroom visits and constant school presence are all strategies that are used to engage stakeholder groups.

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

We put the plan on our website, we share it at PTO and SBPT meetings. It is on the District website and we keep copies in the office available on request. It is also distributed electronically to teachers so that they can share it as well.

• 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.

There is an excellent PreK program at School #52. The PreK parents attend our PTO meetings, and participate in all fundraising. The PreK students have toured and shadowed the kindergarten classes, eaten lunch in the cafeteria, met the nurse, etc. The Kindergarten classes are in the same area as the PreK so the PreK students are familiar with the teachers and the classrooms. Data is shared between the PreK and Kindergarten teachers. Early interventions are provided at the school so in most cases the providers are consistent.

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 | | | | |
| Student Average Daily Attendance | | | | Y | |
| Student Drop-Out Rate | | | | | |
| Student Credit Accruals (HS Students) | | | | | |
| Student Completion of Advanced Coursework | | | | | |
| Student Suspension Rate (Short-Term / Long-Term) | | | | Y | |
| Student Discipline Referrals | | | | Y | |
| Student Truancy Rate | | | | Y | |
| Student Performance on January Regents Exams | | | | | |
| Student Participation in ELT Opportunities | | | | | |
| Minutes of Expanded Learning Time (ELT) Offered | | | | | |
| Teacher Average Daily Attendance Rate | | | | | |
| Teachers Rated as "Effective" and "Highly Effective" | Y | | | | |
| Teacher Attendance at Professional Development | Y | Y | Y | Y | |
| Parent Attendance at Workshops | | | | | Y |
| Parent Participation in District/School Surveys | | | | | Y |
| Parent event sign-in sheets | | | | | Y |
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Tenet 2: School Leader Practices and Decisions

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| 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: | November 17-19, 2016 |
| B2. DTSDE Review Type: | District-Led Review |

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|---|--|
| 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. | Needs are based on the specific goals outlined under Tenet 1: District Leadership in the RCSD DCIP document shared with school administrators for 2017-18. |
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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. | Leadership will develop and implement an action plan to increase student learning and achievement as evidenced at the end of the 2017-18 school year by a 2.5% decrease in chronic absenteeism, a 10% decrease in student suspensions, and a 10% increase in proficiency scores on the Grades 3-6 NYS ELA and Math assessments. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Minutes from attendance team meetings held; Log of home visits conducted; Data pull of disciplinary activity; Minutes and notes from grade-level meetings; School performance data collected; Records and documents collected via Google Drive. |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
|--|---|---|
| September | September | Opening day presentation to roll out goals for the year to staff. |
| September | September | Curriculum night to roll out goals and expectations for the year to all parents and community stakeholder groups. |
| September | June | Monthly collegial circles with Partners in Restorative Initiatives (PIRI) to build capacity within the school to sustain restorative practices. |
| September | June | Math Assessments. |
| September | June | Weekly attendance team meetings to closely monitor student attendance and to address absenteeism per District attendance protocols, including phone calls, home visits, and parent-teacher conferences. |

Tenet 3: Curriculum Development and Support

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| 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: | November 17-19, 2016 |
| 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. | Needs are based on the specific goals outlined under Tenet 1: District Leadership in the RCSD DCIP document shared with school administrators for 2017-18. |
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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. | School will create and implement a standards-based culturally, linguistically, and relevant responsive curriculum, which will result in cognitively demanding and personalized learning as evidenced at the end of the 2017-18 school year by a 10% increase in proficiency scores on the Grades 3-6 NYS ELA and Math assessments. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Examples of individualized student learning plans developed; Examples of comprehensive academic intervention plans constructed; Summary reports generated from the use of instructional support applications and resource tools (e.g. Zearn, Blitz, Boost, Blast, HD Word); Data collected from progress monitoring tools (e.g NWEA, AIMSweb), District common assessments, and NYS assessments. |

| 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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| September | September | Opening day presentation to roll out goals for the year to staff. |
| September | June | Teacher and instructional support staff professional development on computer-based applications to increase teacher knowledge and skills, to share best practices, to enhance personalized instruction, to provide intervention and enrichment support, and to increase individual student achievement. |
| September | June | Ongoing staff professional development on theZearn computer-based application in order to address all students' needs and increase student achievement. |
| September | June | Weekly grade-level meetings to review student performance data and to evaluate lesson plan effectiveness. |
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Tenet 4: Teacher Practices and Decisions

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| 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: | November 17-19, 2016 |
| B2. DTSDE Review Type: | District-Led Review |

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| 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. | Needs are based on the specific goals outlined under Tenet 1: District Leadership in the RCSD DCIP document shared with school administrators for 2017-18. |
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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. | Staff will continue to review, assess, and modify instructional practices and will incorporate a multi-tiered system of support to improve student performance and increase student achievement as evidenced at the end of the 2017-18 school year by a 10% increase in proficiency scores on the Grades 3-6 NYS ELA and Math assessments. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Attendance records from professional development held; Minutes and attendance records from grade-level meetings held; Documentation of collegial and administrative feedback provided. |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | |
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| September | June | Weekly grade-level meetings to review and discuss student data and to develop lesson plans focusing on differentiation. |
| September | June | Weekly intervention team meetings to review and discuss data, to monitor and assess the use and application of Zearn for math instruction and intervention, to assess the progress of using the RACE strategy for ELA instruction and intervention, and to regroup students according to need. Targeted instruction at varying levels of instruction will be provided according to RCSD RtI protocols. |
| September | June | Weekly Child Study Team meetings to address areas of concern submitted by staff regarding students. Areas may include: Academic Readiness, Reading, Writing, Math, Behavior, Social/Emotional, Attendance, Health, Speech/Language, OT (Fine Motor/Sensory), PT (Gross Motor), and/or Parent Request. |
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Tenet 5: Student Social and Emotional Developmental Health

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| 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: | November 17-19, 2016 |
| B2. DTSDE Review Type: | District-Led Review |

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| 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. | Needs are based on the specific goals outlined under Tenet 1: District Leadership in the RCSD DCIP document shared with school administrators for 2017-18. |
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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. | Staff will continue to use the existing SWPBIS system to strengthen the school climate by using this framework to identify and respond to the social-emotional developmental health needs of students. This system includes multiple measurements that are aligned with the school's mission and vision for meeting the social-emotional needs of all students and consists of continued work in restorative practices as well as ongoing support of policies, procedures, and practices contained within the District's Code of Conduct. Efforts will result in a 10% reduction in suspensions and serious incidents by the end of the 2017-18 school year. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Participation records from professional development attended; Agendas, minutes, and work products from SWPBIS meetings held; Monthly referral data collected; Evidence of PBIS celebrations held; Documentation of intrinsic and extrinsic reward systems data collected. |

| 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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| September | October | Leadership team will provide training to staff on the use of multiple measurements that will be used to identify and respond to the social-emotional developmental health needs of students. |
| September | October | Leadership team will continue to support the rollout of PBIS and PIRI as research-based practices that are aligned with the school's vision and mission. |
| October | June | Once every month there will be a school-wide recognition that supports a positive culture. This will recognize and promote positive student behavior. |
| November | June | Classroom teachers will select 2-3 students who will attend the "Breakfast of Champions", which will be held three times a year. This will recognize and promote positive student behavior in the classroom. |
| October | June | The Child Study Team will identify a case load of students who have academic and/or social emotional concerns and will monitor student progress for weekly through the end of the school year.. |
| October | June | Teachers and the intervention team will meet monthly to identify students on the school's "Watch List" and will work collaboratively to develop intervention plans and monitor and report progress. |
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Tenet 6: Family and Community Engagement

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| 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: | November 17-19, 2016 |
| B2. DTSDE Review Type: | District-Led Review |

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| 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. | Needs are based on the specific goals outlined under Tenet 1: District Leadership in the RCSD DCIP document shared with school administrators for 2017-18. |
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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. | Staff will improve family and community interaction with the school by implementing various communication structures and practices by the end of the 2017-18 school year as evidenced by a 2% increase (from 90% to 92%) in the results of the annual parent survey, which measures the satisfaction level of communication from the school. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Attendance records from parent events and workshops held; Participation data from District/school surveys administered. |

| 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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| September | June | Clerical team will verify and update parental contact information in the District's database as required. |
| September | June | Webmaster will update the school's website calendar on a weekly basis. |
| September | June | Teachers will communicate with parents bi-weekly using the method of their choice (e.g. phone call, email, newsletter, classroom website) and will keep a log of all activity. |
| September | | Curriculum Night |
| October | | Open House and Parent/teacher conferences. |
| September | June | Monthly PTO meetings |
| August | | New student orientation |
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