LEA Name:	Rochester City School District
LEA BEDS Code:	261600010004
School Name:	George Mather

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Karon Jackson	**Title**	Principal
Phone	585 235-7848 Ext. 1002	**Email**	Karon.Jackson@rcsdk12.org
Website for Published Plan	RCSDk12.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

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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. Note: For schools identified as Pers

☐ 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.

☐ 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)
September 7, 2017	School No. 4	4:00 -6:00	Room 219
September 11, 2017	School No. 4	4:00 - 6:00	Room 219
September 12, 2017	School No. 4	4:00 -6:00	Room 219
September 14, 2017	School No. 4	4:00 - 6:00	Room 219

Name	Title / Organization	Signature
Karon A. Jackson	Principal	
Delores Davis	Vice Principal	
Sharon Leigh	Vice Principal	
Andrea Garfield	RTI Coach	
Penni Goff	7th/8th ELA	
Edward Fuller	2nd Grade /RTA Rep	
Mattieree Shaw-Elliot	ACE Teacher	
Erika Rodriguez	Grade 3 Teacher	
Joseph Dobucki	Kindergarten Teacher	
Jeffrey Bocach	Advantage Credit Union Community Partner	
Markel Thompson	Parent	
Mrs. Davis	Grandparent	
Kim Winfrey	4th Grade Teacher	

School Information Sheet

School Information Sheet

Grade Configuration	K-8	Total Student Enrollment	415	% Title I Population		% Attendance Rate	86%	
% of Students Eligible for Free Lunch	88.90%	% of Students Eligible for Reduced-Price	88.90%	% of Limited English Proficient Students		% of Students with Disabilities	30%	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	0%	% Black or African American	75%	% Hispanic or Latino	17%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	7%	% Multi-Racial	

School Personnel

Years Principal Assigned to School	15	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	2
% 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	X	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").

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

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

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

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

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

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

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

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

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

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

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

X	Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

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

School No. 4 showed growth in the areas of ELA and in Math. ELA 2016: 2% increased 2017: 5% and Math 2016 : 4% increased 2017: 6%

• Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

The 2017-2018 RTI plan was revised to meet more students needs.

In developing the CURRENT YEAR'S plan:

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

Google walk-through tool for teacher observation and feedback, writing, Professional Development Opportunities

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

Differentiation, Unit/lesson planning/Backward Design, Restorative Justice Practice, and Student Engagement

• 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.

Our mission is Dream, Believe, Execute, for Results. Once Professional Development has been facilitatedfor staff in the areas of: Differentiation, Backward Design, Restorative Justice Practice, and Student Engagement we will acquire the results.

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

All Students will progress towards meeting Progress Monitoring targets based on their tier,

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

RTI is built into the school day , A.M./P.M tutoring, coaches push into the classrooms to support small group tiered instruction, After School Quad A Program aligns with vision and mission statement providing student support

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

Inadequate ongoing training and implementation for teachers will impede on success, student social/emotional needs, Counselors being properly trained for after school tutoring, continuity with staff

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

According to our DTSDE Review the following Professional Development opportunities resulted: Differentiation, Unit/lesson Planning, Student Engagement, Restorative Practices, Trauma Response Classrooms, Writing with a focus on constructive Responses for ELA and Math, Student Engagement/Compliance, Focus on Restating, Answer,Cite Evidence, Explain(RACE) to improve comprehension and writing skills.

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

Staff meetings, emails, hard copies posted in office and staff lounge, Pre-Post Conferences with teachers and TA's, School 4 website, Class DoJo, School Newsletter, School 4 Manual sent electronically and hard copies placed in staff lounge and Conference room

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

Open House, Face to Face conferences with parents, Invitation to SOAR/Academic meetings, Parent letters, ROBO calls, emails, School Based Planning Team Meetings, School 4 website, hard copies of pertinent information in the hall and main office, information concerning children, school events, etc. will be shared during conferences with parents

• **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.**

Pre-School/Daycare(s) visit our school's kindergarten classrooms before they enter kindergarten and attend Parent Teacher Orientation

Re-Identified Focus Schools

identification period)

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of 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) beginning no later than the 2016-17 school year. 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

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

1. Identify the Turnaround Principle the school is choosing to implement.

Our Response To Intervention plan shows how we are utilizing the reading teachers, consultant teacher and the classroom teachers to effectively meet students needs. The ratio to students to teachers was decreased in

2.   Describe the schools plan for intensive implementation of the identified principle. As part of the response

The plan requires the staff to meet with the students everyday for 30 minutes. The staff will work with the students using research based materials and the students will move from groups as they show growth. The RTI groups will start on September 18, 2018 and end June 20, 2018. Administration will meet 3x a year with grade

3. Describe the plan for oversight of the implementation of the identified principle.

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 15-16 plan.**

B. Professional Development: **Provide an update on the coherent framework for professional development described in the 2015-16 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 2015-16 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 2015-16 plan**

D. Assessment: **Provide an update to the school's approach to assessment as described in the 2015-16 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 2015-16 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 therof that have occurred since the 2015-16 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 15-16 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

1. Describe the schedule that will result in implementation of a whole school reform model no later than the

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 2016-2017 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					
Student Average Daily Attendance					
Student Drop-Out Rate			Y		
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals					
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development		Y			
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					y
Walk- Throughs bi-weekly with feedback		y			
Walk-Through calendar distributed and posted in the weekly bulletin		y			
Google Doc with feedback from walk-through	y				
Lesson Plans			y		
Informal Walk-Throughs			y		
Parent Attendance at Workshops and Events					y
Observation of Student Performance and Behavior					y
Plan books may be checked during walk throughs		y			
Notes/feedback from bi-weekly walk-throughs			y		
Walk-Through Calendar created by School Leaders			y		
Plan books checked during walk-throughs			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:	March 15-17, 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. | School Leaders need to be visible in classrooms due to the following: The DTSDE report cited that in the large majority of classrooms tradional whole group instruction was the predominate mode of teaching taking place along with much time devoted to independent work by students on lower level work packets. Teachers interviewed reported limited feedback on planning documents and on their teaching practice, specifically the Danielson elements of teaching and learning which forms the basis of teacher improvement. To address this gap of common core aligned instruction, school leaders need to be present in classrooms assessing the quality of instruction and providing feedback and coaching which leads to improvement in |

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Administrators will use Walk-Through Tool to provide feedback.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data Collection tool with feedback from walk-through.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/6/17	6/21/18	School leaders will develop a Walk-Through tool in Google to use for data collection and teacher feedback on instruction, Danielson Rubric elements and lesson plans.
9/6/17	6/21/18	School Leaders will create a walk-through calendar that support teachers by providing a minimum of 4 walk-throughs per teacher
9/29/17	9/29/17	Administration will introduce Walk-Through Tool to staff

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	January 10 - 12, 2017
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the 2016 DTSDE Tenet 3 findings, only 2/3 of teachers had lesson plans readily available and of that amount, approximately 1/3 of those plans included essential instructional elements such as: Learning Targets, Common Core Lesson protocols, higher order questions, and differentiated instructional elements. Teachers at School 4 need lesson plans that include the essential instructional elements agreed upon by our School Based Planning Team. Learning Targets, Higher order questions, Standards, Assessment (Informal/Formal) Questioning, Differentiation (process/product, groups, learning styles, levels, quantity, modifications, technology, interdisciplinary connections) Reflection-Notes, and Adjustments.

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 January 2, 2018, 80% of the instructional staff will utilize the lesson plan components agreed upon by our School Based Planning Team when creating lessons. Instructional staff will have the plans ready for random review to ensure consistency, cohesiveness and increased use of the essential instructional elements as measured by data collected during bi-weekly walk-throughs, formal and informal observations that focus on the instructional delivery based on high quality lesson planning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Walk- Throughs bi-weekly with feedback Walk-Through calendar distributed and posted in the weekly bulletin

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**E3. Action Plan:** Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how <u>often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
9/29/17	6/21/18	All staff will participate in Professional Development in backward design, lesson planning and unit planning.
9/6/17	6/21/18	School leaders will create a monthly calendar for them to use that identifies announced and unannounced walk-through dates and classrooms.
9/29/17	9/29/17	School leaders will Introduce Walk-Through tool that will be used during walk-throughs. This will be used to provide feedback to teachers and track the essential instructional elements in lesson plans.
9/6/17	6/21/18	School leaders will continue to identify what component of the Danielson Rubric that will be focused on during walk-throughs. This will be noted in the weekly bulletin that is emailed to all staff.
9/6/17	6/21/18	Will pilot a high quality, culturally responsive, rigorous 21st Century curriculum and instruction in one 4th grade and one NYSAA 5-7 classroom with the intention of providing training to expand to all classrooms.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	January 10-12, 2017
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the 2016 DTSDE Tenet 4 findings, groupings existed in approximately one third of rooms observed; whole group instruction was the preferred mode, some tasks given were less rigorous and comprehension questions were closed ended and lower level. Instructional staff at School 4 need lesson planning that promotes differentiated instruction around setting individual and group goals for students with targeted deficits in formal and informal assessments.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By January 2, 2018 80% of instructional staff will utilize data collected through informal and formal assessments to differentiate to meet the needs of all students and to create intentional academic groupings of students as evidenced in lesson plans. This will be determined by data collected during bi-weekly walk-throughs, formal and informal observations that focus on Domain 3 of the Danielson Rubric.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk-Through Calendar created by School Leaders walk-throughs, notes/feedback from bi-weekly walk-throughs, and plan books checked during walk-throughs

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**Walk-Through Calendar created by School Leaders**
		PD on using the Danielson Rubric to drive instruction, create effective lesson plans and student groupings monitored through Administrator walk-throughs.
9/6/2017	6/21/2018	School leaders will promote participation in Professional Development on differentiation to support strategies such as cooperative learning, writing to support a claim with evidence, and use of higher order thinking questions.
9/6/2017	6/21/2018	Instructional staff will use benchmark results and classroom formal/informal assessments to drive instruction as evidenced in lesson plans, student progress and Administrator walk-throughs.
9/29/2017	6/21/2018	Adopt the practice of using RACE (Restate, Answer, Cite Evidence, Explain) to improve comprehension, writing and higher order thinking.
10/1/2017	6/21/2018	Eligible students will be placed in Intervention groups based on benchmark assessment data and individual student needs. Students will work with reading, RTI and classroom teachers for instructional support services for Walk to Intervention.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	January 10-12, 2017
B2. DTSDE Review Type:	District Led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	According to the DTSDE Tenet 5 Review, we need to re-establish School-wide behavioral expectations to promote an environmet that is conducive to learning. A common data system measuring tool is used to track referral data. As of May 24, 2016, baseline data is 1190 total disciplinary referrals. The breakdown by grade level is as follows: 173 referrals or 14.5% for grades K-3, 210 referrals or 17.6% for grades 4-6 and 807 referrals or 67.8% for grades 7-8.

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 Sept 6, 2017 we will implement a school-wide Positive Behavior Intervention Support (PBIS) system that includes a behavior matrix, monthly incentive program and a station rotation which will be completed three times a year. Each month the number of disciplinary referrals will be decreased by 10%. This will be evidenced by the common data system measuring tool used by administration to track referrals.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/12/2017	6/21/2018	Classroom teachers will review school wide rituals and routines "Boot Camp" (PBIS TEAM) with students and explicitly teach behavioral expectations.
8/22/2017	6/21/2018	Will utilize Google discipline referral forms with completed copy sent back to teacher.
10/1/2017	6/21/2018	Teachers will identify students as Tier II and III at our tri-annual Data-Driven Meetings based on social emotional and behavioral needs.
10/1/2017	6/21/2018	Students with Tier III social emotional/behavioral needs will be referred to the SOAR Team to develop a behavior intervention plan and/or be referred to an in-school counselor /social worker or a counselor from Genesee Mental Health.
11/1/2017	6/21/2018	PD on restorative practices and trauma responsive classrooms.
11/1/2017	6/21/2018	The school leaders and the school based planning team will convene to develop a school wide common data system that will track the social-emotional developmental health needs of all students serviced.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	**The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.**
B1. Most Recent DTSDE Review Date:	January 10-12, 2017
B2. DTSDE Review Type:	0

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.	Despite mutliple efforts by the school in the past year to educate parents, the DTSDE team noted a lack of specific understanding of the learning goals of their students on the part of most parents interviewed ; therefore, the school needs to undertake varying modes of conveying grade level expectations and individual student learning goals to parents and community partners.

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.	A 10% increase in the number of parents agreeing with a statement that they understand the specific learning goals for their children in all major subjects will be achieved as measured by a five question survey administered in Sept, 2017 and June, 2018.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Five question survey given in September during Open House and in June.

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.
6/30/2016	9/15/2016	The SBPT will create a parent survey.
9/27/2017	6/21/2018	The survey will be administered at the beginning and end of the 2017-18 school year. Results from the survey will be publicized on Class Dojo, School Website and will be visible in the school.
11/13/2017	6/21/2018	Parents will receive a goal setting sheet based on NWEA and AIMSWeb data. Teachers and support staff, including the Parent Liaison will ensure each parent receives them.
11/13/2017	6/21/2018	The school leaders will work with the Parent Group and Parent Liaison to create a parent handbook which will include school and community based services/resources for familes and cultural aspects of George Mather Forbes School No. 4. to help enhance communication.