LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	The Children's School of Rochester (School No. 15)

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Jay B. Piper	Title	Principal
Phone	585-262-8830	Email	jay.piper@rcsdk12.org
Website for Published Plan	http://www.rcsdk12.org/Domain/1226		

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.

The Children's School of Rochester (No. 15)

Our six work groups report to the entire staff at monthly "Operations Meetings". This governance framework incorporates values of collaboration, consensus, and continuous improvement within the school's governing process for the school.

Work Group Governance

The Children's School of Rochester has designed its "school-based planning" around unique governance system of six "Work Groups" made up of staff and parent/guardians. These Work Groups are the ultimate decision makers in the school. By adhering to our work group governance, we hope to protect, maintain and improve our work group model and instructional teaming structure.

The *School Based Planning Team* is made up of the following *work groups* :

The Organizational Development Work Group (ODWG) **is responsible for the Children's School in a holistic context. It is accountable for how the school fulfills its Mission and Belief, its Vision, and its Values.** It also determines how the school is structured and what systems and processes are used to achieve its strategic direction and goals. The ODWG acts as an interface between Rochester City School District offices and the Children's School itself, ensuring "Central Office" demands and CSR responses to them are congruent with the school's primary task. The formal CSR organization and informal "way it runs" are both agenda items for the ODWG.

The Facilities Work Group **is responsible for the "infrastructure" at the Children's School, which means it deals with physical site facilities, equipment, consumable materials, tools, and the "state" or condition of these.** This work group ensures the physical facilities are present to enable the whole system (and each of its parts) to achieve its purpose.

The Staff Development Work Group (SDWG) **focuses on the human resource capabilities required at CSR**. Included in this work are training plans, specific training events for staff, managing monies for travel to seminars or special conferences, use of articles, books, and videotapes that are available to the teaching staff. Teaming and organization development are also responsibilities of the SDWG.

The Assessment Work Group **concentrates on the measurement parts of the system at CSR. Typically this work group covers all data and information acquisition, and assessment and planning activities (e.g., student report cards, teacher assessments, and school reports)**. It deals with BOTH internal efficiency AND external effectiveness. In addition, it includes the notion that none of these measurements bring great value to the organization or to the school unless there is a built-in drive to upgrade our performance. The school views itself as a community of continuous learning.

The Stake-building Work Group (SWG) **works on, continuously increasing the commitment of all significant parties (stakeholders) to the Children's School of Rochester's MISSION AND BELIEF, VISION, and VALUES statements**. Primary stakeholders are the children themselves, guardians of these children, and teachers at CSR. Associated stakeholders are The Board of Education and the RCSD along with its employee unions: RTA, BENTE, ASAR and RAP. Peripheral stakeholders are the Rochester community at large, Rochester area businesses, and other education institutions. Distant stakeholders are the New York State Education Department, the United States Department of Education, the National Center on Education and the Economy. All stakeholders are important to the school as a "system" and therefore to the SWG.

School Leadership Team

The Teaching and Learning Work Group **provides for instructional excellence for each student. It strives to integrate the materials and resources used within and across the teaching families at the CSR**. It also strives to scaffold the curriculum itself (at the grade level as well as across all grades K-6). It focuses on structures, strategies and methods for teaching and learning designed for all children (those with special needs, as well as those for whom English is a second language) so that the learning process meets the needs of children, parents, teachers, the RCSD, and the broader community.

Operations

The Operations Group is not a decision making body, but is comprised of the entire faculty and administration and meets bi-monthly. At Operations Meetings decisions are addressed. The Operations Group focuses on those aspects of the operation of the organization that take place through time.

The Operations Meetings offer a forum for the entire staff to share information, solicit input on any matter regarding the staff, and discuss general issues regarding the school. Operations Meetings are scheduled after school, usually on a Wednesday. These meetings are not a forum for decision making. When issues arise and decisions have to be made, the staff is asked for input into the decision. Then the staff decides the appropriate Work Group to make the decision. These decisions, once made by the Work Group assigned, are binding on the operations group. Operations cannot overturn, overrule, or ignore decisions made by subgroups or individuals with that responsibility. For many decisions a protocol is written stating the length of time before the decision is revisited.

The Children's School of Rochester
Work Groups and Focus Groups   2016-2017

Assessment Work Group	Facilities Work Group	Organizational Development Work Group	Staff Development Work Group	Stake Building Work Group	Teaching and Learning Work Group
Shawn Walker	Shawn Walker	Jay Piper *	Margaret Cain *	Eli Artman	Jay Piper *
Margot Egling *	Cynthia Johnson *	Jayne Alba *	Melissa Frost	Lauren Payne *	Jenn Benton
Juliana Karr	Sonia Lagares-Wright	Rob Alexander	Estelle Medina-Colon *	Telesta Rice	Chywane Collins-Ely *
Margie Toscano *	Theresa Moraldo	Cristine Buckett	Ann Marie Pagano	Mary Robey *	Sarah Quinter
Eric Williamson *	Al Nash *	Cheri France *	Kathy Williams *	Tamara Sheppard *	Meaghan Smith *
Mary Kay Osborne	Jamie Prescott *	Dana Williams	Patricia Benati-Rist	Shannon Gross	Danielle Vaccaro
	Mary Ann Smith-Williams			Lori Powers	Jessica Banks
	Julie Beyma		Shawn Walker (contact)	Jay Piper (contact)	
Parent Members	**Parent Members**	**Parent Members**	**Parent Members**	**Parent Members**	**Parent Members**
	Jonathan Kyle	Carly Fox		Larry Knox	

* denotes a member of the same work group in 2015-2016

Focus Groups:

School Leadership Team

School-Wide Positive Behavior Support Team (I CARE Team):

Shawn Walker - Sarah Quinter* - Telesta Rice* - Jayne Rockell-Alba* – Cheri France* - Ann Marie Pagano* – Lauren Payne*

Technology Group:

Jennifer Benton* - Melissa Frost* - Sonia Lagares-Wright* - Theresa Moraldo* - Eric Williamson* - Estelle Medina-Colon*

2016-17 CSR WORK GROUP MEETING SCHEDULE

Organizational Development Work Group (ODWG) Time: Wednesdays 2:30 - 4:00 in Jay's Office

09/14	10/12	10/26	11/09	11/30	12/07	12/21	01/11	01/25	02/08	02/15?	03/08	03/22	04/05	04/26	05/10	05/24	06/07	06/21

Facilities Work Group (FWG) Time: Tuesdays 2:30 pm – 3:30 pm in Room 207

09/13	09/27	10/11	10/25	11/08	11/22	12/06	12/20	01/10	01/24	02/07	02/28	03/14	3/28	04/11	04/25	05/09	05/23	06/06	06/20

Staff Development Work Group (SDWG) Time: Thursdays 2:30 - 3:30 in the Library

09/13	09/29	10/13	10/27	11/10	12/01	12/22	01/12	01/26	02/09	03/02	03/23	04/06	04/27	05/11	05/25	06/08	06/20

Assessment Work Group (AWG) Time: Thursdays 2:10 pm – 4:40 pm in Shawn's Office (Room 207)

9/08	10/06	11/03	12/01	01/05	02/02	03/02	04/06	05/04	06/01

Stake-Building Work Group (SBWG) Time: Thursdays 2:30 – 3:45 in 2nd Grade (Room 132)

09/8	09/22	10/13	11/27	11/10	12/8	12/22	01/12	01/26	02/9	03/9	03/23	04/13	04/27	05/11	05/25	06/01	06/08

Teaching and Learning Work Group (TLWG) Time: Thursdays 2:30 – 3:30 in the Main Office

09/22	10/13	10/27	11/03	11/10	12/01	12/08	01/12	01/26	02/02	02/09	03/09	03/23	04/06	04/27	05/11	05/25	06/08

Technology Focus Group - Dates and Times TBA
I-CARE Team - Dates and Times Time: 2:30-3:30 in the Library

10/25	11/15	12/2	1/5	2/3	3/2	4/4	5/4

Operations
Time: 2:30-4:30 in the Library
09/15, 10/20, 11/17, 12/15, 01/19, 02/16, 03/16, 04/13, 05/18, 06/15

Operations & Briefing Facilitation

September → Jay, Shawn & Laney   January → 3rd Grade   May → Specialists
October → 6th Grade   February → 2nd Grade   June → Kindergarten & Pre-Ks
November → 5th Grade   March → 1st Grade
December → 4th Grade   April → Specials

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.

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").

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

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

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

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

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

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

- ☐ Limited Degree (There was no increase in the level of Parent Engagement.)
- ☐ 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
- ☐ Tenet 6: Family and Community Engagement

In reflecting on the <u>PREVIOUS YEAR'S</u> 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).**

Our School Comprehensive Education Plan (SCEP) kept us focused on key priorities throughout the 2016-17 school year. It provided a review process to compare our current school practices to the optimal conditions of learning as defined by the Diagnostic Tool for School and District Effectiveness (DTSDE). We used the SCEP as a monitoring tool to document and measure growth in targeted accountability performance criterion so that our students continue to make academic strides and our school remains in good standing. Our Organizational Development Work Group, one of six work groups that form our School Based Planning Team, evaluated our school practices by analyzing each of the Statements of Practice (SOP) needing improvement. In particular we focused on **Statement of Practice 2.2** - *The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP)* ; **Statement of Practice 3.3** – *Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs* ; **Statement of Practice 3.5** - *Teachers implement a comprehensive system for using formative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning* ; **Statement of Practice 4.3** - *Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students* ; **Statement of Practice 4.5** - *Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring)* ; and **Statement of Practice 6.5** - *The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children* . We rated our levels of effectiveness based on the findings of our District-Led Review. Our goals were monitored by the six work groups that govern our school and critical feedback was shared at our monthly Operations (staff) meetings. Our 2017-18 SCEP will build upon our achievements during the 2016-17 school year, and continue to address areas of our school needing improvement.

• **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.**

In response to data review, our previous plan did not embed enough opportunities for staff to review the data. Furthermore some of the data included lagging indicators (e.g., NYS Math and ELA Assessment data), instead of more leading indicators (e.g., NWEA, formative assessments, writing rubrics) to measure our progress. We re-evaluated these indicators throughout the school year. Our school community verified that our goals were SMART (i.e., specific, measurable, attainable, relevant, timely). We also reviewed the alignment of the activities listed under each goal. The goals were lofty. Moving forward, our school community will continue to strive to reach some of our previously set goals; however, we revised some of the activities to ensure that they guide specific actions to lead us to our goals, and include leading indicators to monitor our progress.

In developing the <u>CURRENT YEAR'S</u> plan:

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

The 2017-18 SCEP plan is an ambitious, yet realistic, plan focused on increasing student achievement by enhancing teachers' expertise in designing rigorous lesson plans that fully engage students by using differentiated learning strategies, instructional practices for English language learners, and formative assessments. Our Teaching and Lerning Work Group, one of six work groups that form our School Based Planning Team, created an ELA and Math Focus Statement intended to keep all grade levels focused omn improving and enhancing student learning. This year our teachers will continue to focus on how to differentiate content, process and materials through various methods and strategies. Teachers will have the opportunity to apply differentiated instruction strategies to current lessons and reflect on best practices. With the addition of two self-contained Autistic Spectrum Disorder (ASD) classrooms this year, our school staff will require support and professional learning regarding Special Education and students with autism. To meet this need we have begun a partnership with the Midwest Regional Special Education Technical Assistance Support Center through Monroe #1 BOCES. A Special Education School Improvement Specialist (SESIS) will be providing ongoing guidance and assistance.

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

Our main need is to monitor, address and increase student learning, growth and achievement. Based on the recommendations in the 2016-17 School Report, the district-led review team identified six practices in our school that will be targeted for improvement in the 2017-18 SCEP. These practices include 2.2 (communicating our mission and vision); 3.3 (using data driven instruction); 3.5 (using formative and summative assessments); 4.3 (implemeting Common Core Learning Standards); 4.5 (using a variety of data sources); and 6.5 (sharing data with the entire school community). Much of our work in the 2017-18 school year will focus and build upon the work we began last year. We will continue to align New York's standards, instruction, and assessment at each of our grade levels (K-6) so that students will become "critical, literate thinkers and doers" and ultimately be ready for college and careers. We will establish a culture which focuses on instruction, data, and building relationships with families and community.

• 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 guiding principles are evident in our school's mission and vision. We are a community of educators bonded by common philosophies, values and beliefs. We believe that in order for students to learn, to know how to learn, and to love to learn, a structure and curriculum which is student centered must be firmly articulated and operationalized. More than half of our learners speak languages other than English in their homes. Therefore, we also believe that learning must be bonded with the child's home culture and that the structure and curriculum in place must explicitly value and nurture this bond. The mission of this school is to enable students to become critical, literate thinkers and doers. Our guiding principles parallel the following District's Core Beliefs. All children will learn with the commitment of time, support and hard work. Every employee plays a vital role in student learning. Students, families, and the community play an integral role in student learning. We have an ethical responsibility to ensure readiness for college, career, and responsible citizenship.

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

1.) The Children's School will have 80% of all students in grades 3-6 demonstrate an increase of 10% of proficiency on all NYS exams in all content areas through the implementation of Common Core lesson structures, data driven instruction and formative assessments as evidenced by walkthroughs, data driven conversations (refer to Appendix 1 - *RCSD Decision Making for Results Data Team Process*) and review of formative assessments (refer to Appendix 2 -*RCSD Looking at Student Work Protocol*).   2.) The Children's School will have 75% of all English language learners (ELLs) in grades K-6 demonstrate an increase on Listening and Speaking as measured by the raw scores and/or performance levels on the NYSESLAT and/or NYSITELL.

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

As mentioned before, our school has built a shared leadership model that includes the teaching staff, administrators, and parent/guardians that supports the strategic implementation of our mission and guiding principles. Our school-based planning team is comprised of six work groups made up of parent/guardians and staff. Each work group focuses its attention on particular areas of responsibility (Teaching and Learning, Facilities, Organizational Development, Assessment, Staff Development, and Stake building). These work groups report to the entire staff at bi-monthly Operations Meetings. Our six work groups address the following facets of our school:

1.   The Organizational Development Work Group (ODWG) is responsible for the Children's School in a holistic context. It is accountable for how the school fulfills its Mission and Belief, its Vision, and its Values. It also determines how the school is structured and what systems and processes are used to achieve its strategic direction and goals. The ODWG acts as an interface between Rochester City School District offices and the Children's School itself, ensuring "Central Office" demands and CSR responses to them are congruent with the school's primary task. The formal CSR organization and informal "way it runs" are both agenda items for the ODWG.

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The school framework at the Children's School of Rochester (No. 15) supports strategic implementation of the mission and guiding principles of our school. The structure also serves as a implementation and monitoring system for our SCEP.

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

Our school is charged with raising the academic standards and rigor while narrowing the gaps that exist among our diverse and complex student body. While our staff is eager to meet this challenge, we must be cognizant of the obstacles that lay ahead. Some of the anticipated barriers that may impact our ability to accomplish our mission include the time needed for learners to acquire high-level understanding and advanced cognitive skills; and to develop the capabilities needed for acquiring and processing information. Another anticipated barrier is providing the resources to teachers that are necessary for them to acquire deep and flexible understanding of their content and the skills to enable students to move beyond a basic understanding of the content to an analysis and interpretation of the content. We also need to expand our capacity to communicate with multi-lingual families of English language learners so that all members of our school community clearly understand our mission as well as the anticipated barriers to accomplishing our mission.

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

The District offers many professional learning opportunities to meet the individual needs of educators. At the school level, the professional development will be conducted through on-going embedded and after-school sessions using several of the RCSD professional learning models, integrated in grade levels and supported in classroom push-in supports and services. Follow-up, individualized meetings and observations will be scheduled to cater to the individual needs of teachers at different grade levels.

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

All meeting minutes will be electronically posted in GoogleDocs. Meeting minutes, key events and activities will be shared at bi-monthly Operations Meetings and PTO Meetings. Important information is also communicated through our weekly Briefings (school assemblies), the monthly newsletter sent home to families, on the school calendar, notes home, the school's Facebook page, and through ROBO Calls (automatic pre-recorded phone messages) made as reminders prior to events.

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

The plan will be posted on the Children's School (No. 15) website http://www.rcsdk12.org/CSR. Several information meetings will be held throughout the school year; starting at our *CSR School Orientation in* August and at the *Back to School Night* in September. We will share the plan at our Parent Teacher Organization (PTO) Meetings and monitor its progress during regularly scheduled work group meetings and bi-monthly Operation Meetings.

• 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.

We offer tours and orientations prior to the start of school to acclimate prospective pre-school students to our kindergarten.   Three ways we plan for a smooth transition from pre-school to kindergarten are to (1) form school/family partnerships. We have established multi-faceted guardian outreach. Our social worker helps to strengthen the bond among guardians and our school. We conduct face-to-face conferences with guardians. Guardians are invited to visit school for multiple, ongoing school events and activities. We also have a Family Literacy Program offered to guardians of English language learners at our school. (2) We promote not only academic, but also social-emotional competence. For example, we embed social-emotional lessons to teach young children how to resolve conflicts, handle daily frustrations, and increase their ability to manage social situations. We offer Primary Project to primary students in grades K-2. Primary Project is a national evidence-based program that helps children adjust to school, gain confidence and social skills, and focus on learning. Through play, Primary Project addresses children's school adjustment difficulties and increases their chances for success. (3)We strive to maintain and sustain continuity between the pre-school programs and kindergarten so that students encounter fewer differences. For instance, we align the curiculum so that children do not have to be re-socialized every time they enter a new grade level. The new Common Core Standards led to new opportunities for collaboration among teachers, a renewed sense of commitment to the whole task of educating the whole child, and to schools in which the learning of one grade leads smoothly into the offerings in the next. Our school policy encourages such alignment and related professional development for school staff is monitored and vigorously reinforced.

Re-Identified Focus Schools

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

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

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

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

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

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

Priority Schools: Whole School Reform Model

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

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

http://www.p12.nysed.gov/accountability/forms.html

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2016-17 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2016-17 plan

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

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2016-17 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2016-17 plan.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 16-17 plan.

Priority Schools: Whole School Reform Model

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

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at http://www.p12.nysed.gov/oisr/. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

http://www.p12.nysed.gov/accountability/forms.html

1. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?

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

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

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

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

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

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

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

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

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

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

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students		Y	Y		
Student Average Daily Attendance	Y	Y	Y	Y	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)	Y			Y	
Student Discipline Referrals	Y			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		Y	Y	Y	
Teachers Rated as "Effective" and "Highly Effective"		Y	Y		
Teacher Attendance at Professional Development					Y
Parent Attendance at Workshops	Y	Y	Y		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:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school leader and SBPT should revise/update the long-standing mission and communicate them widely throughout the school community, along with the annual SMART goals. They should be posted in hallways, referenced in meetings, and printed on appropriate written communication documents. Check-in on progress toward the mission should be a frequent agenda item for work-group and other relevant meetings. Parents should be given tips on how to help the school move toward the mission and should also receive progress updates on progress toward them, as well as progress on the SMART goals.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	100% of the staff, in collaboration with the school community, will revise, share and promote a distinctive and robust mission for student achievement and well-being based on our revised vision that was created in the 2014-15 school year, and hold itself accountable for working as a community to realize this mission as outlined in its SCEP throughout the 2017-18 school year. The mission will be revised and presented by the Organizational Development Work Group at the summer reatreat to all staff in August of 2017 and rolled out to the school community throughout the 2017-18 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	The school and its six work groups have reviewed its mission as the starting point in revising it. The school continues to assess the relevance of its mission and to educate its constituencies about the role of the mission in the school's development. The school has a clear mission that is effectively communicated. The school's mission is understood and supported by all constituencies. The school has an intentional culture, which supports the school's mission and core values. There is a strong correlation between the stated mission of the school and the culture that exists in the school. The school's mission is aligned with its vision. The school uses varied sources of information and analyzes data about current practices and outcomes to shape its mission. The school aligns the mission to school, district, state, and federal policies (such as content standards and achievement targets). The process of creating and sustaining the mission is inclusive, building common understandings and genuine commitment among all stakeholders. The school establishes, conducts, and evaluates processes used to engage staff and community in a shared mission. The school engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to the mission. The school develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes. The school communicates and acts according to its mission so educators and the community understand, support, and act on them consistently.

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.
29-Aug	30-Aug	The Organizational Development Work Group presents the revised mission to the staff at the summer retreat.
The month of September	The month of September	The new mission is presented at Briefing and Open House to the larger school community. Copies of the mission will be displayed in the hallways and classrooms.

12-Oct-17	12-Oct-17	The new mission's alignment to the vision and school culture will be discussed. Staff will be asked to comment on the implementation of the mission.
September Operations	June Operations	Throughout the school year, the staff will be asked to explain how the school's mission is being realized at monthly Operation meetings.
September Work Group Meetings	June Work Group Meetings	Throughout the school year. All six work groups will discuss how their work is aligned to the mission of the school at bi-monthly work group meetings.

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:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school's progress on the use of data is at a critical stage and the school should seek further support from the District and the school leadership team in a formal, systematic fashion. Teachers may consider developing a year-long pacing calendar which includes assessment plans and opportunities to review student work and the results of formative and summative assessments with family group colleagues and students at regularly scheduled intervals throughout the year. The formative assessments will align with our school's ELA and Math Focus Statements and be used to monitor students' academic growth. These meetings would be for the purposes of providing ongoing formative feedback, allowing opportunities for student and teacher reflection on process and student product, and to encourage metacognitive thinking in students that results in their understanding, and demonstrating how they learn best. Student work should contain teacher feedback, reference to a rubric to identify how students can improve, and an evaluation of

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	100% of the administrators and teachers will continue to develop multiple points of assessments for students throughout the school year that immerse school teams in an in-depth analysis of assessment results and lead to the adaptation of instruction that is empirically/evidence based. Data discussions will be ongoing at bi-monthly grade level meetings and bi-monthly work group meetings. The teachers will engage in vertical teaming to address tye school's ongoing growth analysis of student achievement based on the following Focus Statements. ELA-Students at The Children's School of Rochester will show measurable growth in their ability to read, comprehend, and write responses to informational texts based on the RCSD Success Rubric. Students and teachers will focus on determining main ideas and how they are supported by evidence. Students will set goals and be assessed in the fall, winter and spring using grade level texts. Teachers will conference with students individually after each assessment to discuss students' strengths, address areas needing improvement and set new learning goals. Math- Students at The Children's School of Rochester will show measurable growth in their ability to perform operations and algebraic thinking. Students and teachers will focus on understanding and applying properties of operations. Students will set goals and be assessed in the fall, winter and spring using a 3-5 question grade-level assessment focused on applying properties of operations.

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments When asked, students are aware of their status on the achievement goals specific to them When asked, parents are aware of their child's achievement goals Student-led conferences focus on the individual student's goals Parent-teacher conferences focus on the individual student's goals Students perceive that their individual goals are academically challenging The status and growth of individual students is regularly analyzed When asked, individual students and their parents can describe their achievement status and growth Individual student results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments) When asked, faculty can describe the different types of individual student reports available to them Individual student reports, graphs, and charts are regularly updated to track growth in student achievement Teachers regularly analyze school growth data for individual students School leadership teams regularly analyze individual student performance

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.
summer 2016	summer 2016	Key data is shared with grade-level teams regarding their incoming students. Teachers will use the Data Driven Conversations (Appendix 1) to develop action plans. The following steps will lead to strategic decsion making and action: 1. Setting the stage. What question is to be addressed in this data-informed conversation? What information is needed to answer the question? Is the information available? 2. Examining the data. What patterns do the data reveal, or what "snapshot" observations can be made about the question? 3. Understanding the findings. What are the possible causes for the patterns? 4. Developing an action plan. How can a data team create an effective plan for addressing the issue? 5. Monitoring progress and measuring success. How can a data team know whether progress is being made on the issue?
September of 201	June of 2017	Grade level meetings will be scheduled bi-monthly to discuss assessment plans and opportunities to review student work. These meetings would be for the purposes of providing ongoing formative feedback, allowing opportunities for student and teacher reflection on process and student product, and to encourage metacognitive thinking in students that results in their understanding, and demonstrating how they learn best.
October of 2016 & March of 2017	October of 2016 & March of 2017	At Parent/Teacher Conferences, students data and progress will be shared with the guardians so that guardains are better prepared to support their students' academic progress.
Fall 2016, Winter 2017, Spring 2017	Fall 2016, Winter 2017, Spring 2017	NWEA Reading and Math Performance Scores will be analyzed and discussed with each grade level family to identify the needs of individual students as well as the needs of cohorts of students
September of 2016	June of 2017	AIMSweb student progress reports will be administered and discussed monthly to efficiently screen, set goals, progress monitor and manage student data and progress.
September of 2016	June of 2017	The *Looking at Student Work Protocol* (see Appendix 2) will be followed to monitor students' achievement on Common Core Module Assessments.

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:	
B2. DTSDE Review Type:	

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.	Lesson plans should identify student groupings and the differentiated instructional strategies that will be used for each group. Teachers should also assess and provide feedback on most student work, using rubrics to allow students to self-assess during the assigned work. Teachers should collaborate to establish common practices regarding assessment and commit to sharing all formative assessment feedback, oral, written or during one-on-one conferences, with students. Feedback to students should serve multiple purposes such as improving performance, deepening inquiry and cognitive engagement and making students aware of which learning styles, practices and strategies best assist students in improving academic performance.

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.	As outlined in the recommendations from the School Review, 100% of teachers will use a wide variety of relevant data sources to create robust lesson plans that account for student grouping and to determine the appropriate intensity and duration of instruction. Teachers will provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect, adjust and assess their own progress.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers keep updated lesson plans that identify student groupings and differentiated instructional strategies Individual teachers keep track of their progress on their pedagogical growth goals Walk-through data are aggregated in such a way as to disclose predominant instructional practices in the school When asked, the school leader can describe the predominant instructional practices in the school When asked, teachers can describe the predominant instructional practices in the school The school provides forthright feedback to teachers regarding their instructional practices The school leader can describe effective practices and problems of practice Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses (Danielson Teachscape Rubric) Teacher feedback and evaluation data is based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers The school provides frequent observations and feedback to teachers Instructional coaching is available to teachers regarding their instructional growth goals Teachers have opportunities to engage in instructional rounds Instructional practices are regularly discussed at faculty and department meetings Information is available regarding participation of teachers in opportunities to observe and discuss effective teaching

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>
Summer 2017	Summer 2017	Teaching and Learning Work Group will review the lesson plan checklist, analyze the results of the district-led review, and present the year-long expectations for lesson plans to teachers at the retreat.

29-Aug-17	30-Aug-17	Teaching and Learning Work Group will present the lesson plan checklist to teachers at the retreat to clarify expectations for the 2016-17 school year.
September of 2017	June of 2018	At grade-level meetings, lesson plans will be checked monthly to monitor their effectiveness and make recommendations for improvement. Both the Pacing Chart and Tri-State Rubric will be used to gauge lesson plan timelines and rigor.
September, December, April	September, December, April	At the September (start-point) , December (mid-point) and April (end-point) Operations meetings, observations and expectations for lesson plans will be shared with the staff.
September of 2017	June of 2018	Lesson plans will be reviewed and cross-referenced with the Tri-State Quality Review Rubric for Lesson Plans (see Appendix 3)

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:	
B2. DTSDE Review Type:	

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.	All school stakeholders should work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

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.	To increase fidelity in SWPBS in the classroom and common areas as evidenced by a 25% increase in schoolwide shout-outs and 10% decrease in office referrals by June 2018. Our emphasis will be establishing supports and interventions for our Tier 2 students while maintaining our Tier 1.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	When asked, faculty and staff describe the school as a safe place When asked, faculty and staff describe the school as an orderly place Clear and specific rules and procedures are in place for the running of the school Faculty and staff know the emergency management procedures and how to implement them for specific incidents Evidence of practicing emergency management procedures for specific incidents is available Evidence of updates to emergency management plans is available When asked, parents and students describe the school as a safe place When asked, parents and students describe the school as an orderly place The school has a means of communicating to parents about issues regarding school safety (e.g., call-out system) The school engages parents and community regarding issues of school safety The specific types of decisions on which teachers will have direct input are made clear Data-gathering techniques are in place to collect information from teachers Notes and reports are in place that describe how teacher input was used when making specific decisions Groups of teachers provide input regarding specific decisions The school recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (e.g., faculty celebrations, newsletters to parents, announcements, websites, social media)

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.
29-Aug-17	30-Aug-17	The SWPBS Team will re-introduce our SWPBS matrix to our school according to our new school's floor plan and areas of focus.
7-Sep-17	7-Sep-17	School will kick-off our SWPBS program with a Briefing (assembly) on the first day.
September of 2017	June of 2018	The shout outs will be collected at the end of each month and the grade levels will be recognized for their behavior.
September of 2017	June of 2018	New staff will participate in the SWPBS training.
September of 2017	June of 2018	Monthly referral data will be reviewed at monthly operations and receoommendations will be discussed for ongoing improvement.

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:	
B2. DTSDE Review Type:	

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 should consider various ways to communicate with families, in various languages, about the content of CCLS- based instruction and the kinds of tasks/homework their students will be engaging in, particularly for families who do not participate in Open House, Parent-teacher Conferences, or the Family Literacy Program. Informational meetings or communications should be planned around the meaning and purpose of the commonly used assessment tools as well as how to interpret report cards and the data these various data sources provide. Additionally, parent workshops on topics such as homework help or establishing routines and a dedicated space for reading and homework should be offered/expanded. The school should develop a communication process that assures that all parents are aware of the goals of the school as they pertain to student performance.

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.	Based on our school's self-assessment, the school community will share data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability. By year end, as tabulated on grade-level sign in sheets, our teachers and staff will increase the number of face-to-face parent/teacher conferences by 10% to discuss students' growth and new State learning targets.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Guardians are greeted warmly when they call or visit the school. Teachers work closely with guardians to meet students' needs. Guardians are invited to visit classrooms to observe teaching and learning. The school encourages feedback from guardians and the community. Guardians believe that teachers know their students well. Families' home cultures and home languages are valued by the school. Guardians have opportunities to influence what happens at the school. The school involves guardians in meaningful ways for improving the school. The school or district helps guardians develop their leadership skills. Guardians know special programs available at school or the district to help their child. Guardians know what their students will learn this year at school. Guardians understand the steps their students need to take to go to college. Guardians know the community resources to help students. Guardians know who to talk with regarding their concerns or questions about their students' education Guardians feel confident in their ability to support their students' learning at home. Guardians feel confident in their ability to make sure their students' school meets their students' learning needs.

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.**
summer of 2017	summer of 2017	Distribute updated school handbook.
August of 2017	August of 2017	At school orientation review opportunities for guardians and families to visit the school.
October, March	October, March	Schedule face-to-face conferences with guardians to discuss students' progress.

September of 2017	June of 2018	Send monthly Briefing (morning assembly) schedule home to invite guardians to weekly assemblies.
September of 2017	June of 2018	Send monthly newsletter home letting families know what is going in their child's classroom and schoolwide
September of 2017	June of 2018	Invite and address guardians at monthly PTO Meetings.
September of 2017	June of 2018	Ensure that there is a guardian representative on each work group so that the guardians are respresented in our school governance.
September of 2017	June of 2018	Collaborate with the District's Department of English Language Learners to ensure that interepreters are available to assist with communication among the homes and school of English language learners.