

LEA Name:	
LEA BEDS Code:	
School Name:	School of the Arts

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name		Title	
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Website for Published Plan	www.sotarochester.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

Statement of Assurances

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

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

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

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

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

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

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

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
August 29, 2017	School of the Arts - Room 350	15-Sep-17	School of the Arts - Principal's Office
August 30, 2017	School of the Arts - Room 350		
September 1, 2017	School of the Arts - Third Floor Academy Office		
September 12, 2017	School of the Arts - Third Floor Academy Office		
September 14, 2017	School of the Arts - Third Floor Academy Office		

Name	Title / Organization	Signature
Susan Rudy	SBPT Facilitator/SOTA Visual Art Teacher	
Lisa Kasdin	SBPT Teacher Member/SOTA Counselor	
Marcy Gamzon	SBPT Creative Writing/SOTA Art Teacher Member	
Evan Wilson	SOTA Social Studies Teacher	
Jo Ann Aspenleiter	SBPT Administrator/SOTA Administrator grades 10, 11, 12	
Jonathan Kelly	SOTA Librarian	
Matt Bonawitz	SOTA Math Teacher	
Martin Presberg	SOTA Parent	
Allison Bosworth	SOTA Parent	
Kelly Nicastro	SOTA Principal	

School Information Sheet

School Information Sheet							
Grade Configuration	7-12	Total Student Enrollment	1220	% Title I Population	100%	% Attendance Rate	92%
% of Students Eligible for Free Lunch	63%	% of Students Eligible for Reduced-Price	63%	% of Limited English Proficient Students	2%	% of Students with Disabilities	F-48.6% M-51.4% = 109

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.50%	% Black or African American	50.00%	% Hispanic or Latino	23.00%	% Asian, Native Hawaiian / Other Pacific Islander	3.30%	% White	22.40%	% Multi-Racial	0.10%

School Personnel							
Years Principal Assigned to School	1	# of Assistant Principals	3	# of Deans	0	# of Counselors / Social Workers	5 C/2 S
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	4%	% of Teachers Teaching Out of Certification Area	0%	% Teaching with Fewer than 3 Years of Experience	11%	Average # of Teacher Absences	146 days per month

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	Level 3=23% Level 4 = 23%	Math Performance at Level 3 and Level 4	Level 3 11% Level 4=0%	Science Performance at Level 3 and Level 4	Level 3=23.8% Level 4=3.3%	Four-Year Graduation Rate (HS Only)	86.70%
% of 1st Year Students Who Earned 10+ Credits (HS Only)	0%	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	32%	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	99%	Six-Year Graduation Rate (HS Only)	93%
Persistently Failing School (per Education Law 211-f)	NO	Failing School (per Education Law 211-f)	NO				

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

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

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

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

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

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

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

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

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

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

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

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

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

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

Out of 6 teachers that proved to be ineffective or developing 5 of them moved to effective by the end of the school year.

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

Due to the weather cancelling one of the Parent Teacher Conferences we were unable to meet our target on getting as many parents signed up on Parent Connect. Due to the Center For Youth Counselor taking a different job mid year and no replacement, SOTA did not meet the 90% of 7th graders being exposed to Project Success (CFY Curriculum).

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

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

Moving parents from opening a ParentConnect account to actively using it. Improved communication so parents can be more actively engaged in their scholar's school/academics. Offering PD opportunities 2x's a month to include time for collaboration among teachers. Continue to move teachers that were identified as ineffective or developing to effective.

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

2 Wednesdays a month for PD offerings. PD's designed to target ineffective/developing teachers to effective. CO to be more responsive when parents call regarding issues with ParentConnect. A CFY counselor devoted to rolling out Project Success to the 7th graders.

- 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.

Improve State exam scores by a minimum of 10% through the use of academic intervention, implementation of 2 reading teachers at the middle school level and targeted data analysis to be completed during the first semester.

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

Increase 8th graders a minimum of 10% in ELA, Math and Science State exams.

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

XX

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

Students who opt out of State assessments, teachers who do not participate in data analysis, student absences, teachers who do not participate in PD that targets 8th grade assessment improvement. The re-designation of Title 1 SAS funding away from Regents review, SAT prep and after school tutoring center.

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

Data Analysis and 8th grade Assessments, ELA 7 & 8, Math 7 & 8 and Science 7 & 8,

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

SOTA Twitter page, SOTA Facebook page, SOTA Website, YouTube Announcements, RCSLink, Google Classroom (Juniors/Seniors), REMIND APP, SBPT and PTO working together to get information to parents, administration working with PTO president, weekly Principal Newsletter to staff, beginning of school letter to parents and staff, Senior newsletter, post conferences with teachers after observations/evaluations.

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

SOTA Website, District School Web Pages, link on Facebook and twitter, discussion with SBPT, booth for parents to have an open conversation with administration at curriculum night and Parent/Teacher Conferences, meeting with PTO.

- 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.

NA

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?

N/A

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.

N/A

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

N/A

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.

N/A

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

Priority Schools: Expanded Learning Time Plan

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

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

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

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

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

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

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

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

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

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

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

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

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	Y	Y	Y	Y	Y
Student Average Daily Attendance	Y			Y	Y
Student Drop-Out Rate	Y			Y	Y
Student Credit Accruals (HS Students)	Y		Y	Y	Y
Student Completion of Advanced Coursework	Y	Y	Y	Y	Y
Student Suspension Rate (Short-Term / Long-Term)	Y	Y	Y	Y	Y
Student Discipline Referrals	Y	Y	Y	Y	Y
Student Truancy Rate	Y	Y	Y	Y	Y
Student Performance on January Regents Exams	Y	Y	Y	Y	Y
Student Participation in ELT Opportunities	Y	Y	Y	Y	Y
Minutes of Expanded Learning Time (ELT) Offered	Y	Y	Y	Y	
Teacher Average Daily Attendance Rate	Y		Y	Y	Y
Teachers Rated as "Effective" and "Highly Effective"	Y		Y		
Teacher Attendance at Professional Development	Y		Y	Y	
Parent Attendance at Workshops	Y			Y	Y
Parent Participation in District/School Surveys	Y			Y	Y

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.	In order to thoroughly address the needs of our students teachers need a formal time to collaborate with each other and administrators on instruction, assessment and student behavior.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By scheduling time after school from 2:30 - 3:30, Department teachers and administrators will examine past Regents test scores, class unit tests and final grades, incorporate student attendance and behavior patterns to evaluate and re-design and create instructional plans to better meet student needs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Comparison of past assessment scores with the current year's scores throughout the school year. Comparing marking period grades from the previous school year to this school year.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Dec-17	Data analysis of the past year's (2016/2017) ELA, Math and Science 8 exams - Teachers and administrators - to take place at a collegial circle to be planned in September.
Sep-17	Jun-18	Based upon the findings of the data analysis; teachers will implement strategies based upon individual needs - Teachers

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.	Move 10% of teachers from developing to effective by the end of the 2016-2017 school year. School leader and assistant principals need to set up a system for evaluating and observing teachers and gathering data.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	With the use of the Danielson rubric, documentation of expectations and the use of observation calendar which would include allotting 10 minutes of weekly leadership meetings for each administrator to conduct a specific- focus walkthrough (i.e., looking for higher level thinking questions, looking for student participation, etc) of one teacher each, communicate findings to each other and provide feedback to teachers for instructional improvement by May 1st, then there will be an increase the number of teacher’s receiving at least effective by 10% in the 2017-2018 school year
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Weekly leadership meetings and collegial circle to assess teacher strategies and data collected from observations. Walk-through, formal and informal observations brought to meetings, discussed and reviewed amongst (6) leaders, then documented, and charted. Leaders will support and share best practices on review process strategies.

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.
Sept. 7, 2017	21-Jun-18	Administrators will identify the purpose, based on the Danielson rubric and/or the needs of our school, of the walk-through for that week. Afterward, each administrator will identify a teacher under their caseload who is teaching during that time and conduct a 10 minute walk-through where they observe and look for evidence of their topic.
Sept. 7, 2017	21-Jun-18	Then they will report back to their meeting spot and report out their findings, discuss, and identify instructional strategies that could benefit that teacher. Each administrator will then do a brief follow-up with that teacher for that week.

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.	Improve schoolwide state testing scores with specific focus on middle school ELA, Math and Science State Testing Scores by 10%. DEVELOP MATERIALS FOR ADVISEMENT ELA, MATH, SCIENCE that are designed to improve ELA, MATH and SCIENCE scores
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Identify students that are at risk of failing required courses at the end of each marking period. Multiple modes of communication will be used to notify parents and students who are at risk of failing required courses. Counselors will include a list of resources that can be accessed to improve academic standing. Professional development for instructional staff will be provided in the area of Differentiation of Instruction, data analysis, study skills and technology.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Report cards, test scores (SPA DATA) results from the data analysis of the ELA, Math and Science State tests

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.
1-Sep-17	1-Jun-18	Report card annalysis at the end of each marking period - Counselors, administrators and teachers to take place at the end of each marking period to identify needs of each student who is at risk of failing.
Sep-17	Jun-18	Counselors will create a letter to send home at the end of each marking period, to inform each parent/guardian of students who are at risk of failing required courses highlighting ways that students can receive academic assistance.

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.	Suicidal ideations are not new to students at School of the Arts and data from the counseling and administrative staff from the past two years proved that most recently the number of students who have attempted or considered suicide at School of the Arts have increased. Since the airing of 13 Reasons Why, a dramatic portrayal of a teenage girl who commits suicide and creates tapes highlighting each person in her life who aided her in her decision to commit suicide, we have dealt with an aftermath of students who have come out as cutters and/or pill takers. This past school years the numbers of student seeking counseling from our school Social Workers and counselors have dramatically increased by close to 50 students. SOTA
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Teachers, counselors, social workers, school psychologist and administrators will attend an in-house conference on a half day that focus' on suicide prevention.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Speakers from Bivona Child Advocacy Center and I AM Isaiah and The Monroe County Office of Mental Health will be invited to speak on one of the 1/2 day's to our staff on prevention, identifying signs and working with students with suicidal ideations. 90% of our staff will attend the speaking event. Throughout the course of the school year we will hold meetings on Fridays devoting a period of time to students of suicide concern.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	Jun-18	Aspenleiter - Call Suicide Prevention/Bivona (953-7800), I AM Isaiah (1-800-273-8255)and Monroe County Office of Mental Health (753-6047) - to set up speakers
Sep-17	14-Oct-17	Counseling Staff - prepare report on the number of students who sought assistance dealing with suicide issues
Sep-17	Sep-17	Counselors/Social Workers/School Nurse/administrator will work together to create a detection response plan
Weekly Meetings	Weekly Meetings	Identify students of concern or at risk of Suicide
Oct-17	Jan-18	Offer suicide training to parents through PTO

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.	Through conversations with parents, students, staff, surveys, downward spiraling attendance at events and lack of knowledge of SOTA activities teachers and administration at School of the Arts will improve communication among all members of our SOTA community.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	School leaders will work with the RCSD Central Office Technology Department to create a SOTA Facebook page, Twitter page, YouTube site and improve the SOTA Website. 100% of School of the Arts staff, parents, students, community members will be invited to join the newly established SOTA Facebook page, Twitter, YouTube Announcements, ParentCONNECT, RCSLink, Remind App, Google Classroom and Naviance to improve communication among all of SOTA's community members.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	The increased number of followers/likes on SOTA's Facebook, Twitter, YouTube, RCSLink and Website compared to last year's number of followers on ParentCONNECT. Parent Survey's, student surveys, increased number of people in attendance at SOTA events.

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.
Aug-17	Aug-17	Members of the Leadership team attend training on the implementation of SOTA Facebook, Twitter and YouTube site
Sep-17		Roll out to parents, staff, students of SOTA's social media presence
Sep-17		Training for parents on using the SOTA Facebook, Twitter, YouTube, RCSLink and ParentCONNECT at Curriculum Night and each Parent Teacher Conference as well as at various events.
Jan-18	Jan-18	Survey of how many parents, students, staff are linked to the SOTA Facebook, Twitter, YouTube accounts.
Jan-18	Jun-18	Continued training on SOTA technology for parents/guardians
		Use SPA Data to determine parent/student use of ParentCONNECT
Jun-18		Final survey to parents and students to ascertain the number of students using social media and if communication has been improved throughout the 2017-2018 school year.