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.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Jay B. Piper	Title	Principal
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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:**

| x | 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. |

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

| x | 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) . |

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

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

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
September 14, 2017	The Children's School of Rochester	February 1, 2018	The Children's School of Rochester
September 21, 2017	The Children's School of Rochester	February 8, 2018	The Children's School of Rochester
October 5, 2017	The Children's School of Rochester	March 1, 2018	The Children's School of Rochester
October 12, 2017	The Children's School of Rochester	March 8, 2018	The Children's School of Rochester
November 2, 2017	The Children's School of Rochester	April 12, 2018	The Children's School of Rochester
November 9, 2017	The Children's School of Rochester	April 19, 2018	The Children's School of Rochester
December 7, 2017	The Children's School of Rochester	May 3, 2018	The Children's School of Rochester
December 14, 2017	The Children's School of Rochester	May 10, 2018	The Children's School of Rochester
January 4, 2018	The Children's School of Rochester	May 24, 2018	The Children's School of Rochester
January 11, 2018	The Children's School of Rochester	June 7, 2018	The Children's School of Rochester

Name	Title / Organization	Signature
Jay Piper	Principal	
Rob Alexander	Teacher	
Cristine Buckett	Teacher	
Cheri France	Teacher	
Dana Williams	Teacher	
Teena Artman	Parent	
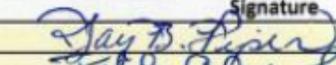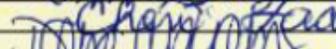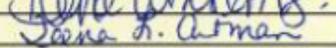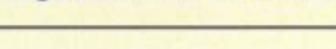
SCEP Plan Overview

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

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

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

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

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

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

Our School Comprehensive Education Plan (SCEP) kept us focused on key priorities throughout the 2017-18 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 focused particularly on each accountability performance criterion for which our school has been identified as a focus school. 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 and summative 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 2018-19 SCEP will build upon our achievements during the 2017-18 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, AIMSweb) to measure our progress. We re-evaluated these indicators throughout the school year. 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 CURRENT YEAR'S plan:

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

The 2018-19 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. 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. In addition we will continue our partnership with the Mid West Regional Bilingual Education Resource Network (RBERN) at BOCES 2 to help close the gap in English language learners' academic performance. We will align our funding sources to support these priorities (Title I, SAS, and general funds).

• 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 2017-18 School Report, the district-led review team identified six practices in our school that will be targeted for improvement in the 2018-19 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 2018-19 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.

2.   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.

3.   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.

4.   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.

5.   The Stake-building Work Group (SBWG) 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 SBWG.

6.   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 Thursday. 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 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.

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 2018-19 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 2018 and rolled out to the school community throughout the 2018-19 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-18	12-Oct-18	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 the work.

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 <u>often each activity will take place; and the</u> <u>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 2018	summer 2018	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 2018	June of 2019	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 2018 & March of 2019	October of 2018 & March of 2019	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 2018, Winter 2018, Spring 2019	Fall 2018, Winter 2018, Spring 2019	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 2018	June of 2019	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 2018	June of 2019	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 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 2018	Summer 2018	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.

Aug-18	Aug-18	Teaching and Learning Work Group will present the lesson plan checklist to teachers at the retreat to clarify expectations for the 2018-19 school year.
September of 2018	June of 2019	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 2018	June of 2019	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 2019. 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)

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29-Aug-18	30-Aug-18	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-18	7-Sep-18	School will kick-off our SWPBS program with a Briefing (assembly) on the first day.
September of 2018	June of 2019	The shout outs will be collected at the end of each month and the grade levels will be recognized for their behavior.
September of 2018	June of 2019	New staff will participate in the SWPBS training.

September of 2018	June of 2019	Monthly referral data will be reviewed at monthly operations and receommendations 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.

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summer of 2018	summer of 2018	Distribute updated school handbook.
August of 2018	August of 2018	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 2018	June of 2019	Send monthly Briefing (morning assembly) schedule home to invite guardians to weekly assemblies.
September of 2018	June of 2019	Send monthly newsletter home letting families know what is going in their child's classroom and schoolwide
September of 2018	June of 2019	Invite and address guardians at monthly PTO Meetings.
September of 2018	June of 2019	Ensure that there is a guardian representative on each work group so that the guardians are respresented in our school governance.
September of 2018	June of 2019	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.