

LEA Name:	Syracuse City School District
LEA BEDS Code:	421800010010
School Name:	J.T. Roberts PreK-8 School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

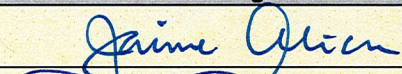
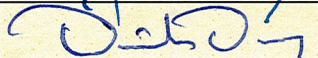
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Website for Published Plan	www.syracusecityschools.com/roberts		

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		Jaime Alicea	7/24/17
President, B.O.E. / Chancellor or Chancellor's Designee		Derrick Dorsey	7/24/17

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)
May 22, 2017	Roberts room 250		
June 5, 2017	Roberts room 250		
June 8, 2017	Roberts room 250		

Name	Title / Organization	Signature
John Devendorf	Principal, Roberts PK-8	
Kevin Murphy	Vice Principal, Roberts	
Deanna Daniel	Vice Principal, Roberts	
David Shuman	Teacher, Roberts	
Kathy Doner	Teacher, Roberts	
Brian Abbott	Teacher, Roberts	
Farah Doty	Teacher, Roberts	
Sara Jo Brandt-Doelle	Parent, Roberts	
Sarah Gilbert	Parent, Roberts	
Laura Jackson	Instructional Specialist, Roberts	

School Information Sheet

School											
Grade Configuration	PK-8	Total Student Enrollment	704	% Title I Population	60.2	% Attendance Rate	93.7				
% of Students Eligible for Free Lunch	59.9	% of Students Eligible for Reduced-Price	0.3	% of Limited English Proficient Students	7.8	% of Students with Disabilities	21.2				

Racial/Ethnic											
% American Indian or Alaska Native	1.4	% Black or African American	52.8	% Hispanic or Latino	9.8	% Asian, Native Hawaiian / Other Pacific Islander	2.1	% White	26.4	% Multi-Racial	7.4

School											
Years Principal Assigned to School	1	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social	3				
% of Teachers with NO Valid Teaching	3.5	% of Teachers Teaching	1.8	% Teaching with Fewer than 3 Years of	12.3	Average # of Teacher Absences	8.00				

Overall State											
Priority School	No	Focus School Identified	Yes	SIG 1003(a) Recipient	No	SIG 1003(g) Recipient	No				
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	Yes	Identification for High School	NA				
ELA Performance at Level 3 and Level 4	14.7	Math Performance at Level	14.2	Science Performance at Level 3 and Level	68.4 (4th); 11.6 (8th)	Four-Year Graduation Rate	NA				
% of 1st Year Students Who Earned 10+	NA	% of 2nd Year Students	NA	% of 3rd Year Students Who Earned 10+	NA	Six-Year Graduation Rate	NA				
Persistently Failing School (per Education	No	Failing School (per Education	No								

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA

	or Alaska Native	x	American
x	Latino		Hawaiian/Other
x	White		Multi-Racial
x	Disabilities		Proficient
x	Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

	or Alaska Native	x	American
x	Latino		Hawaiian/Other
x	White		Multi-Racial
x	Disabilities		Proficient
x	Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science

	or Alaska Native			x		American		
	Latino					Hawaiian/Other		
x	White					Multi-Racial		
	Disabilities					Proficient		
x	Disadvantaged							

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

	Proficient
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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 checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input 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 checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

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

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

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

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" 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).

Overall, the school review team felt that there have been great strides made in creating a school culture where staff, students, and families are connected and enthusiastic about coming to school. The change in administration has been a catalyst for significant change and there is not enough data yet to know if all of the changes will have the result of improving overall student achievement. The school leaders remain accountable and flexible when change needs to happen. The team believes that the school is moving in the right direction, but will need an added emphasis on planning, instruction, and communication with families to continue the momentum that was begun with the change of administration.

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

The school leaders sought to create an environment where staff and students wanted to be. Initial decisions were made and resources were allocated in an effort to make the building physically and intellectually safe and give the building back to the staff and students. In order to get the right people in the building and in front of students, school leaders maximized staff resources by sharing job titles, rooms, and responsibilities. An administrator was assigned to and stationed in the middle school, a room was designated for resource students, and a larger room was provided for the growing group of ENL students now attending Roberts. At the same time, professional development, technological, and budgetary resources were strategically used to bring personalized/blended learning to more grade levels of the school.

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

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

Regular coaching/feedback cycle, data conferencing with students, increased PBIS plan, 75% attendance at parent conferences

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

improved planning and instruction through personalized learning, focus on positive behavior, family/community involvement

- 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.

The Roberts School Vision

Roberts School is an inclusive community of learners working together through inquiry, discovery, and effort to experience a variety of opportunities and build skills leading to success individually and collectively in an ever changing world. We Believe that: Together Our Differences Makes Us Great! We are trying to provide students with personalized learning that meets the every changing demands of the real world. Our focus on positivity will help us reach our goals for culture and inclusivity.

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

The further development and implementation of personalized learning, with technology available in each classroom, will allow teachers to shift the way instruction is provided and reach the subgroups that are in need. The PBIS system, will allow us to incentivize positive school achievement, where motivation has been lacking.

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

Not having the necessary technology available to us, may hinder the implementation of personalized learning.

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

We are expanding our weekly PD from one hour per week to two. We are also streamlining our team meeting system and providing a coaching/feedback cycle to each grade level.

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

The school leaders have worked to increase the instructional capacity of the staff through collaboration and support. Administration created a team leader system where grade level team leaders meet weekly with the administration and instructional coach to provide for collaboration between leadership and grade level teams. Two days a week have been dedicated to professional development for grades K-6, which allows for vertical collaboration among grade levels. This has been expanded to grade level team meetings at the middle school level. The school leaders have created a plan to encourage students and families to learn about academic expectations that includes events such as middle school orientation, open house/curriculum night, high school planning information night, and regularly scheduled meetings with the parent organization.

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

The plan will be posted on school website, through school leadership team, PTO, at curriculum night

• 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.

indergarten orientation, family engagement nights, curriculum talks, pd where PK and K work together

Re-Identified Focus Schools

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

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

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

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

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

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

Priority Schools: Whole School Reform Model

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

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

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

1. New School Design and Educational Plan

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

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

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

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

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

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

2. Organizational Plan

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

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

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

Priority Schools: Whole School Reform Model

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

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

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

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

2. Describe how the school selected the model identified. Identify any relevant data sources and analysis of those sources.

3. Detail a schedule of events for the 17-18 school year that will result in a fully developed plan for implementation of the selected model.

4. Describe the leading indicators that will be used to track progress against the schedule of events. Identify persons responsible for progress monitoring.

Priority Schools: Expanded Learning Time Plan

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

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

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

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

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

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

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

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

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

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

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

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

Common Leading Indicators Worksheet

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

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	February 15-16, 2017
B2. DTSDE Review Type:	District-Supervised DTSDE School Self-Reflection

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.	During the school review, teachers reported that the feedback and constructive criticism they have received has been very positive, but the review team still feels that more needs to be done to ensure that targeted feedback regarding instructional practices reaches all teachers to ensure that student learning targets are met. The school needs a system with a rubric for teachers in place, aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on students' data and feedback.
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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 June 2018, walkthroughs and lesson plans will show the use of weekly small group, targeted instruction resulting in a 5% increase of students proficient on NYS Assessments, NYSESLAT, Anet, digital tools and STAR assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	checklist of teacher visits, checklist of quarterly meetings, analyzing walk-through data

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.
7/1/2017	6/15/2018	School leaders will develop and implement a walk-through schedule to provide teachers with on-going feedback in the area of small group, targeted instruction. At the completion of each walk-through, teachers will receive actionable feedback that can be implemented in a timely manner. School leaders will provide teachers with monthly lesson plan feedback as it relates to using data to drive small group targeted instruction plans. Leaders will compile and review this data and use it to drive weekly professional development topics that are delivered to staff in PLC sessions. Student proficiency in reaching individual growth targets will increase through the use of walk through and lesson plan data. School leaders will implement a system for teachers to collect, review and update individual student target data by individual, class, section, and grade. Each school leader will meet with teams monthly to review this data. Collecting, analyzing and utilizing this data will result in increase of student performance levels on STAR, ANet, NYSESLAT and digital tools.

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:	February 15-16, 2017
B2. DTSDE Review Type:	District-Supervised DTSDE School Self-Reflection

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.	During the 2015-16 SY, 15% of Robert's students demonstrated proficiency on the NYS ELA Assessment and 14% of students showed proficiency on the NYS Math Assessment. The STAR data for the 2016-17 school year shows that 17% are proficient in reading and 16% are proficient in math. The school review team saw evidence that as the building moves forward with the personalized learning pilot, teachers are beginning to collaborate and discuss ways to deliver CCLS-aligned curricula within and across grade levels and core subjects. Students are not consistently receiving CCLS-aligned instruction with appropriate scaffolding and/or extensions that meet their needs. Students will not show growth on NYS assessments until instruction and assessments align.
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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 June 2018, information from weekly walk throughs will show use of data to drive instructional adjustments, small groups and differentiation resulting in a 5% reduction of the number of students in urgent intervention and intervention categories as measured by STAR assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Completion of Advanced Coursework Teacher Attendance at Professional Development

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	Oct-17	1. School leaders will develop common expectations and structures (i.e. a walk-through template, lesson plan non-negotiables, examples of differentiation) that guide frequency and methods for incorporating data in instructional plans resulting in all students being provided with regular, targeted small group instruction.
Sept. 17	Jun-17	2. Throughout the 2017-2018 school year, school leaders (including instructional coach and data coach) will provide professional development focusing on strategies and techniques for using data to differentiate small group personalized instruction. Building administrators and instructional leaders will complete classroom walk-throughs on a monthly basis to ensure that the best practices shared during professional development are being utilized within all classrooms. Staff will receive specific, actionable feedback following each walkthrough. School leaders will develop and implement a system for reviewing weekly lesson plans and providing feedback to teams and teachers on a monthly basis to ensure data is being utilized to differentiate small group targeted instruction. Building wide trends with regards to consistency planning for and implementing small group, targeted instruction will be shared at monthly staff meetings to increase staff members' awareness and promote collaborative planning. As teachers become more effective at planning differentiated small group instruction based on student data, student achievement will increase for all subgroups.
Aug-17	Jun-18	3. School leaders will meet monthly to analyze data for building wide trends. Data examined will include results from STAR assessments, ANET, and digital content tools. Each leader will join a grade level team monthly during PLC time dedicated to team meetings. During these meetings both building wide data, and data specific to grade level teams will be discussed and used to create plans to move individual students and subgroups of students forward with their learning. Over the course of the year, there should be an increase in the number of students who are meeting or exceeding grade level standards as a result of careful data analysis and an increase in purposeful planning.
Aug-17	Oct-17	4. School leaders will develop common expectations and structures (i.e. sample lesson plan templates, examples of differentiation) that guide frequency and methods for incorporating data in instructional plans resulting in all students being provided with regular, targeted small group instruction.
		5. Throughout the 2017-2018 school year, school leaders (including instructional coach and data coach) will provide professional development focusing on strategies and techniques for using data to differentiate small group personalized instruction. Building administrators and instructional leaders will complete classroom walk-throughs on a monthly basis to ensure that the best practices shared during professional development are being utilized within all classrooms. Staff will receive specific, actionable feedback following each walkthrough. School leaders will develop and implement a system for reviewing weekly lesson plans and providing feedback to teams and teachers on a monthly basis to ensure data is being utilized to differentiate small group targeted instruction. Building wide trends with regards to consistency planning for and implementing small group, targeted instruction will be shared at monthly staff meetings to increase staff members' awareness and promote collaborative planning. As teachers become more effective at planning differentiated small group instruction based on student data, student achievement will increase for all subgroups.
Aug-17	Jun-18	6. School leaders will meet monthly to analyze data for building wide trends. Data examined will include results from STAR assessments, ANET, and digital content tools. Each leader will join a grade level team monthly during PLC time dedicated to team meetings. During these meetings both building wide data, and data specific to grade level teams will be discussed and used to create plans to move individual students and subgroups of students forward with their learning. Over the course of the year, there should be an increase in the number of students who are meeting or exceeding grade level standards as a result of careful data analysis and an increase in purposeful planning.

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:	February 15-16, 2017
B2. DTSDE Review Type:	District-Supervised DTSDE School Self-Reflection

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.	Although it is not currently building wide, the school review team saw evidence of teachers providing data-based feedback to students on a regular basis. Time is being spent in 4 th through 8 th grade, having students analyze data and provide/receive feedback on their work. The school is in the beginning stages of creating advisory periods to provide structure to student feedback and goal-setting cycles.
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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 at all grade levels will hold at least 6 data conferences with students to set goals and analyze student specific data that will result in a 10% increase in STAR data before the end of the year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	student data sheets, teacher tracking sheets, STAR assessments, STAR reports

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-Oct-17	1-Jun-18	1. Teachers will meet with students at regular intervals during instruction to set personalized goals with them and review progress towards meeting their goals. This will result in an increase of students owning their learning and monitoring their progress towards their individual goals.
1-Sep-17	1-Jun-18	2. Teachers will implement a "What I Need" block (WIN) in the K-5 master schedule to create protected times in grades 1-5 for students to receive small group instruction with enrichment or intervention in an area of identified need. Additional staff will be assigned to the grade-level at this time to ensure all students can meet with a teacher in a small-group setting. The 6-8 schedule will also be revised to maximize opportunities for all students to participate in both enrichment and/or intervention classes at different points throughout the year. This will allow students to receive needed intervention and/or enrichment resulting in a decrease of the number of students in the urgent intervention and intervention category as measured by STAR assessments.

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:	February 15-16, 2017
B2. DTSDE Review Type:	District-Supervised DTSDE School Self-Reflection

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.	There is a tremendous amount of behavioral, attendance and grade data that is used to remove barriers to learning, however, there is not a strategic plan for collecting, analyzing, and utilizing social/emotional data to support students in non-traditional ways. The administration needs a continued focus on building relationships and promoting a positive culture that proactively works with staff, students, and parents to find ways to remove barriers that keep students from being successful.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	* School will implement a Tier 1 PBIS system by the end of the year, promoting a positive culture demonstrated with a 10% increased participation at each quarterly function. *By June, school will implement a Tier 2 coaching system, with SIT at the center, that will promote positive behavior and reduce repeat behavior by 10% in 60 day cycles.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Educators Handbook data, BIC data, attendance data, participation data, survey data, SIT meeting notes, progress monitoring reports, Worried For/Watch Lists
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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.
7/1/2017	6/30/2018	1.Throughout the year, SIT will create Worried For/Watch lists of Tier 2 students, follow a protocol for how students receive interventions, and document the process so that Tier 2 students can be properly coached, resulting in a reduction in the number of students receiving Tier 2 interventions.
7/1/2017	6/30/2018	2.The school PBIS and SIT teams will work to implement a full Tier 1 PBIS system with Roberts Rewards provided by teachers, so that student are rewarded weekly, monthly, and quarterly as they internalize the proper self monitoring and citizenship skills.

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:	February 15-16, 2017
B2. DTSDE Review Type:	District-Supervised DTSDE School Self-Reflection

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 review team observed that there were a few standout classrooms that had developed true two-way communication with their families, but did not see a strategic, systematic mechanism for communicating with parents as a whole. The school review team also noted that there has been a consistent message regarding student expectations from the school leaders and efforts have been started to encourage students and families to become further engaged in the school community. These efforts, however, have only resulted in limited participation from the community.

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.

The school will reach 75% participation at quarterly family/educational events.

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.

classroom attendance sheets, robo call reports, copies of invitations and monthly school home communications, teacher phone logs

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.

7/15/2017

6/30/2018

Throughout the 2017-2018 school year School Administration along with Family Teacher Organization (FTO) will provide information to families through robo calls, school sign, mailings, phone calls, fliers and newsletters. Results from the parent interest survey will help determine what supports will be needed for our parent volunteers, which will be provided by both the school administration and FTO. The use Social media (Twitter, Facebook) to communicate and publicize school events, will be used as well.