

LEA Name:	Syracuse City School District
LEA BEDS Code:	421800010033
School Name:	Thomas J. Corcoran High School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)



Contact Name	Tara Jennings	Title	Principal
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Website for Published Plan	www.syracusecityschools.com/corcoran		

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:

Y

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.

Y

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.

Y

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

Y

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) .

Y

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

Y

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)
June 12, 2017	A230	2/15/2017	Library
June 9, 2017	A230	1/18/2017	Library
May 17, 2017	Library	12/21/2016	Library
April 26, 2017	Library	11/16/2016	Library
March 3, 2017	Library	10/19/2016	Library

Name	Title / Organization	Signature
Tara Jennings	Principal	
Dan Straub	Vice Principal	
Hugh Hogle	Vice Principal	
Donna Delmonico	IB Coordinator	
Jamie Gartner	Instructional Coach	
Jen Montague	LMS	
Pete Bartolotta	Teacher/Chief STA Rep	
Brian Pudney	Teacher	
Peg Durant	Teacher	
Nikky Wadach	Teacher	
Filiz Coskun	Teacher	
Chris Carfagno-Buck	Parent	

School Information Sheet

School Information Sheet							
Grade Configuration	9-12	Total Student Enrollment	1276	% Title I Population	67.0	% Attendance Rate	88.3
% of Students Eligible for Free Lunch	66.1	% of Students Eligible for Reduced-Price	0.9	% of Limited English Proficient Students	13.1	% of Students with Disabilities	19.4

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	1.3	% Black or African American	60.7	% Hispanic or Latino	12.7	% Asian, Native Hawaiian / Other Pacific Islander	4.5	% White	18.3	% Multi-Racial	2.7

School Personnel							
Years Principal Assigned to School	1	# of Assistant Principals	3	# of Deans	1	# of Counselors / Social Workers	6
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	1.1	% of Teachers Teaching Out of Certification Area	1.1	% Teaching with Fewer than 3 Years of Experience	8.6	Average # of Teacher Absences	9.09

Overall State Accountability Status							
Priority School	N	Focus School Identified by a Focus District	Y	SIG 1003(a) Recipient	N	SIG 1003(g) Recipient	N
Identification for ELA?	Y	Identification for Math?	Y	Identification for Science?	N/A	Identification for High School Graduation Rate?	N
ELA Performance at Level 3 and Level 4	67.5	Math Performance at Level 3 and Level 4	74.4	Science Performance at Level 3 and Level 4	N/A	Four-Year Graduation Rate (HS Only)	64.2
% of 1st Year Students Who Earned 10+ Credits (HS Only)	8.7	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	50.2	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	79.9	Six-Year Graduation Rate (HS Only)	72.2
Persistently Failing School (per Education Law 211-f)	N/A	Failing School (per Education Law 211-f)	N/A				

School Information Sheet

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

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

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

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

SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the **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).

Last year we had an 80% retention of 9th grade students; we have had a strong improvement in the numbers of students moving on to 10th grade. In a 9 month period, we also dropped in our referral rates by more than 500 in our Level 2-4 referrals.

- 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.

Because there was a significant change in administration from last year to this year, including at the school AND district level, many of our goals were adjusted through the year. We refocused our school to a personalized learning instructional initiative, as well as revitalizing the climate and culture team. We instituted a walk through feedback form and a procedure for more consistent walk throughs by school leaders.

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

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

Our primary goals are around building teacher capacity for personalized learning, student engagement, and formative assessment. We also want to focus on an improved and student led climate and culture plan that will promote a safe and welcoming environment for students.

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

We will be targeting all professional development around personalized learning, student engagement, checking for understanding, and formative assessment. We will also be addressing this in a reformed PLC format for our common planning times.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

Our mission as a school is to graduate students who are civic minded and college and career ready. Personalized Learning is our pathway to make this happen as students' individual needs will be met on a personal level through this format.

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

We are looking for a 7-10% academic achievement growth in all students and sub groups as evidenced by STAR and Regents data.

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

We are implementing a Flex schedule for incoming 9th graders that will address targeted needs for students who performed at a Level 1 and 2 on state tests in 8th grade. This schedule will work to offer targeted interventions for student improvement. We will also be restructuring our PLCs and using staff meetings to address our plans.

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

We are potentially looking at a large staff turnover and we always encounter the struggle of being able to meet students' social and emotional needs that result in poor attendance.

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

Professional Development will begin at our opening days PD, will be offered through staff meetings, PLC times, and between district and in house PD offerings, we will work to offer PD opportunities outside of school hours at least once per month. We also hope to implement occasional department PD half days if possible.

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

School Leaders will continue to use an array of methods such as surveys, community forums, information nights, Robo-calls, parent-teacher conferences, Field- Days, etc.

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

We will share this with staff via email, website, and a staff meeting, and we will make this available to parents and the community through our school webpage.

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	Y	Y	
Student Average Daily Attendance	Y		Y	Y	Y
Student Drop-Out Rate	Y			Y	Y
Student Credit Accruals (HS Students)	Y			Y	
Student Completion of Advanced Coursework	Y		Y	Y	
Student Suspension Rate (Short-Term / Long-Term)	Y			Y	
Student Discipline Referrals	Y		Y	Y	Y
Student Truancy Rate	Y			Y	Y
Student Performance on January Regents Exams	Y	Y	Y		
Student Participation in ELT Opportunities	Y			Y	Y
Minutes of Expanded Learning Time (ELT) Offered	Y			Y	Y
Teacher Average Daily Attendance Rate	Y	Y	Y		
Teachers Rated as "Effective" and "Highly Effective"	Y	Y	Y		
Teacher Attendance at Professional Development	Y	Y	Y		
Parent Attendance at Workshops	Y				Y
Parent Participation in District/School Surveys	Y				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:	April 4-6, 2017
B2. DTSDE Review Type:	State Led

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.	Corcoran has a clearly established mission to ensure that every student will graduate with academic proficiency and be prepared for college and/or a career; however, a solid blueprint including specific strategies and ongoing protocols for supporting all students in grades 9-12 must be established and communicated. Administrators allocate human resources in order to maintain safety and structure within the building and have worked to provide structured common planning time for core content teachers to develop curriculum plans, though a more formatted structure and monitoring system must be implemented. While some teachers have stated that they are satisfied with the observational feedback they receive from administrators, it is imperative that school leaders establish a defined protocol to provide additional timely feedback between classroom observations to monitor and support teacher progress. As a result, the current structures and systems in place do not allow for regular and consistent monitoring of all aspects of the school. Overall, school leaders must establish clear systems and structures that consistently monitor both individual and school-wide practices in order to achieve the school's mission.
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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 September 2017, administrative leaders will establish procedures, policies, and routines consistent with our building goals of pedagogical growth (through PLCs and data driven instruction; evidenced by PLC data and goal progressions), and student growth (through personalized learning engagement and regents and passing rate data). Administrators will look for improvement through progress monitoring and professional development in teachers' planning for, delivery of, and monitoring of data through formative and summative 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 Average Daily Attendance Student Drop-Out Rate Student Credit Accruals (HS Students)

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
6/1/2017	9/29/2017	Administrators will establish structured common planning time with Flex schedule teachers around vertical and content area planning. CPT PLCs for other core content teachers will focus on instructional initiatives. There will be an established protocol for how teachers will show progress and interdisciplinary (within the Flex schedule) and grade level planning reflective of the common planning time.
6/1/2017	9/29/2017	The school leaders will attend planning sessions when possible, with a minimum of 6 visits per PLC within the year. Teachers will have a formatted structure for how the time must be spent. School leaders will develop a system for accountability by September 29th.
6/1/2017	10/13/2017	School Leaders will develop a professional development plan for all teachers based on Personalized Learning and Data Driven Instruction that clearly establishes instructional expectations for all staff.
6/1/2017	10/13/2017	Professional Development will reflect the needs observed in the building. Progress monitoring and check-ins for the developed strategies will occur consistently on a monthly basis. This plan will be completed prior to the start of the upcoming school year with building administration, the instructional coach, and district office officials and will be shared with staff by October 13th.
5/1/2017	10/13/2017	With the help of the quadrant data coach and instructional coach, administrators will develop evidence-based systems and structures for monitoring school wide practices relative to the school improvement plan by October 13th.
9/1/2017	6/11/2018	School leaders will establish a protocol and plan for staff meetings that will be reflective of our goals to improve instruction and the climate and culture of the building.
9/1/2017	6/11/2018	Staff meetings will mirror Personalized Learning strategies at least 50% of the time using collaborative and targeted instruction, and utilizing a rotational model, barring any more pressing needs for the building, in which staff will engage in one rotation on the climate and culture of the building - discipline and mental health needs, etc; one rotation on personalized learning guidance, strategies, and growth; and one rotation on teacher best practices which will rotate each month according to the established instructional plan.
9/1/2017	6/11/2018	School leaders will develop a formal school induction process for students with disabilities and their families by June 26th to implement for the 2018-2019 school year.
9/1/2017	6/11/2018	The induction process will include a review of students' Individualized Educational Program (IEPs) and a description of the school's special education programs and services, as well as an introduction to their teachers and the staff with whom they will be working.

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:	April 4-6, 2017	
B2. DTSDE Review Type:	State Led	
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.	While some content area teachers are incorporating the Common Core literacy shifts into their daily lesson plans, there is an urgent need to ensure that all content and grade level teachers are consistently planning with the literacy shifts in mind. Although some teachers are using data to inform their instructional planning and some teachers have begun to engage with the Core Four of Personalized Learning, there is little evidence of planning for formative assessment and checks for understanding that are effective and responsive. Currently, there is not a structure in place to support interdisciplinary planning across all grades and content areas. Additionally, while some relevant feedback is provided to students, this has not resulted in improved achievement or student ownership of their learning. As a result, lesson plans fail to reflect instruction for the individual needs of all students to meet the rigor required by the Common Core learning standards and shifts.	
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 a building, we will continue our steps forward in increasing our instructional focus and our instructional capacities for personalized learning, data driven instruction, higher level questioning, checks for understanding, and rigorous, standards and skills based instruction reflective of the CCLS literacy shifts. By September 2017, school leaders will create policies, procedures, and progress monitoring practices towards the goal of an increase to at least 50% of the staff using effective Personalized Learning strategies, 100% of the staff using data and student work to drive instructional decisions, and 75% of the core teaching staff engaging in collaborative instructional conversations and work in PLCs that are focused on specific and targeted instructional goals for their own teaching.	
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 Performance on January Regents Exams Teacher Average Daily Attendance Rate Teachers Rated as "Effective" and "Highly Effective"	
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	9/15/2017	By September 1st, school leaders will have determined set criteria and established with all staff expectations for lesson planning for traditional and personalized learning models throughout the year along with contractual expectations for what must be included if teachers do not choose to use the proffered lesson plan (Standards, CCLS Literacy Shifts, Essential Questions, Lesson Objectives, Vocabulary, Hook, Action Plan –what teacher will do and what students will do, higher level questions, closure, materials, modifications for IEP/ENL students, reflection/next steps.)
8/1/2017	9/29/2017	By September 29th, the instructional coach and the quadrant data coach will have set protocols and routines with teachers for their PLCs, as well as having established each PLCs first instructional goal.
8/1/2017	9/29/2017	Through the year, PLCs will choose an instructional goal for each quarter and map out a plan for how they will learn, grow, and implement that instructional growth in their classrooms. Teachers will monitor their own growth towards the goal, and determine how they will show evidence of growth.
9/1/2017	6/11/2018	PLCs will meet twice per week to analyze data, view student work, visit other classrooms and debrief, plan lessons, hold data conferences, etc. Practices will be monitored through consistent administrative check ins, through minutes taken each meeting, and progress presented on meeting the instructional goal. Impact on student learning must be shown.
9/1/2017	6/22/2018	By June 22nd, school leaders (including administrators, the instructional coach, and the quadrant data coach) will have conducted or made available professional development on various instructional initiatives for personalized learning and DDI in some form at least once per month to support teachers in the personalized learning initiative and to continue our growth as teachers and as a school through the Personalized Learning Progression using Data Driven Instruction. Follow ups and progress monitoring will be conducted through common planning time and walk throughs by administration and the instructional coach.
9/1/2017	1/26/2018	By January 26th, all PLC groups will have visited and debriefed on 10 classroom visits, will have held at least 1 data conference, and shown evidence of instructional growth and student impact based on their chosen goal at the beginning of each quarter.
9/1/2017	6/11/2018	By June 11th, all PLC groups will have visited and debriefed on at least 20 classroom visits, will have held at least 3 data conferences, and shown evidence of instructional growth and student impact in at least 1 area based on the chosen goals at the beginning of each quarter.
9/1/2017	1/26/2018	By January 26th, school leaders will have visited and advised each PLC group at least 3 times, one of these times will be a sole focus of data conferencing, the other time with a focus on the PLC group's instructional goal.
9/1/2017	6/11/2018	By June 11th, school leaders will have visited and advised each PLC group at least 5 times, two of these times will be a sole focus of data conferencing, the other times with a focus on the PLC group's instructional goal.

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:	April 4-6, 2017
B2. DTSDE Review Type:	State Led

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 are beginning to work with teachers to establish specific goals for all students through the RTI protocol; however, the school leaders have not set or communicated a formal plan for implementing the Data Driven Instruction protocol. While some teachers are scaffolding explicit instruction and some teachers have begun to use the personalized learning model of instruction prioritizing the Core Four Components, there is a critical need for higher order questioning, student directed learning, and differentiated instruction and materials that promote intellectual discovery and rigorous thinking. Most teachers move through the classroom, check student work, and provide some feedback to students, but few teachers use consistent and tangible student centered checks for understanding. Very few teachers are implementing and using effective and responsive formative assessments to drive real-time instructional decision-making. As a result, instructional practices are not leading to high levels of student engagement or achievement.
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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 September 2017, school leaders will monitor and observe teachers for their professional growth and capacity in planning specifically for and delivering of lessons established in student directed learning and differentiated instruction by using targeted small group instruction. Multiple access points will be used for students to engage with content and skills through direct instruction complete with student engagement, formative assessment and checks for understanding. Other rotational groups based in the PL Core Four Components that include integrated technology, collaboration, and student reflection and ownership of learning will be implemented.
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 Average Daily Attendance Student Completion of Advanced Coursework Student Discipline Referrals

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.
8/30/2017	9/26/2017	School leaders will continue our launch and full roll out of the district and school initiative of Personalized Learning in the academic school year of 2017-18 by expressing a specific timeline of expectations for teachers in the Opening Days PD, sharing the full end-game scope through the Progression Triangle, and monitoring through weekly walk throughs of classrooms and PLCs. This will target teachers' instructional capacity by allowing opportunities for teachers to focus on more individualized and differentiated instruction for students at all levels.
8/30/2017	6/11/2018	School leaders will provide PD and guidance for instructional initiatives including Personalized Learning, checks for understanding, and other best practices through monthly staff meetings, PLCs, and monthly after-school or Saturday in-house, or district led PD offerings.
8/30/2017	6/11/2018	Instructional initiatives based on Personalized Learning will be monitored during classroom observations, walk throughs, and during PLC time.
9/1/2017	1/26/2018	By January 26th, all 9th and 10th grade core content teachers will be using Personalized Learning Teaching Structure in their classrooms 2-3 times per week, showing a basic understanding and novice use of the Core Four Components of PL: small group target
9/1/2017	6/11/2018	By June 11th, 11th and 12th grade core content teachers will be using Personalized Learning Teaching Structure in their classrooms 2-3 times per month, showing a basic understanding and novice use of the Core Four Components of PL: small group targeted skill instruction, data driven decisions, integrated digital content, and student reflection and ownership.

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:	April 4-6, 2017
B2. DTSDE Review Type:	State Led

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 has devoted many resources and support teams to the social and emotional developmental health of students, but a formal system for early identification of students in need must be established and clearly communicated to all stakeholders. While the school promotes some social and emotional instruction and learning, there is an urgent need to infuse the school culture with a specific program targeting the social and emotional needs of all students, and to offer other meaningful avenues to engage students in the school community. Although the school works closely with many outside agencies and stakeholders to support students' social and emotional developmental health, it is essential to increase participation of all stakeholders in creating a collaborative and communicative school community. The support teams currently in place meet regularly and use a variety of resources to identify and support students in need; however, a more comprehensive system is required to measure impact on student success. As a result, the lack of a defined process and protocol for identifying and sharing necessary information to support students' academic, social, and emotional developmental health has not removed barriers to learning allowing students to be 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.	Starting at the beginning of the 2017-2018 school-year, school leaders will work with all stakeholders through the School Improvement Team Process (teachers, support staff, students, and families) to streamline processes and procedures that will address early and ongoing interventions for identified students that enables students to easily access the support systems they need in order to be successful, as well as creating events and support systems for all students that will work towards building a positive, safe, and healthy school culture.
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 Average Daily Attendance Student Drop-Out Rate Student Credit Accruals (HS Students)

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.
5/1/2017	9/29/2017	By September 29th, school leaders will have worked with students and staff on the Climate and Culture Committee to develop a culture plan for the year that will set out to encourage students to feel safe and positively about their school through various community building events.
5/1/2017	9/29/2017	By September 29th, the Culture Plan will be shared with staff in the Opening Day PD, revisited during each staff meeting, and events put on display on the school information board.
5/1/2017	9/29/2017	By September 29th, school leaders will share with staff two documents that detail the roles and responsibilities of each staff member in the school along with the tiered interventions for students in need, and the processes used to refer students into this program. This will be revisited at least 3 times through the year.
5/1/2017	1/26/2018	By January 26th, guidance counselors, social workers, and outside agency supports for social emotional developmental health within the school will follow a defined procedure for identification of students in need and will share this process with staff at staff meetings with frequent check-ins and reminders so all teachers know how to recommend a student in need of services.
5/1/2017	1/26/2018	Support staff will share information at staff meetings that will include communication of overall trends and patterns of concern, guidance on dealing with various circumstances, and the impacts they have noted. They will document the work they do and any evidence of impact, making this information more accessible to relevant stakeholders without infringing on confidentiality.
9/1/2017	1/26/2018	By January 26th, school leaders will instate social emotional supports including a monthly Bereavement group, and a Peace Circle Initiative within various classrooms.
5/1/2017	4/7/2018	By April 7th, school leaders and student support stakeholders will work to establish procedures and follow-up policies with targeted students in need – whether academically, or behaviorally – by adapting models observed from other schools within the district.
9/1/2017	6/11/2018	Through the school year, school leaders will address the climate and culture of the building with staff in one rotational portion of at least four of the monthly staff meeting dedicated to students' social and emotional developmental health. In this rotation, behavioral data, PD, brainstorming and implementation of incentives, and more will take place.
9/1/2017	6/11/2018	School leaders will continue our positive change initiative with a character education program through Weblink, as well as support from the Virtue First Foundation.
9/1/2017	6/11/2018	Through the school year, school leaders and teachers will engage in a monthly cohort and academy meeting to discuss students in need and refer them to the SIT team for further processing if necessary.

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:	April 4-6, 2017	
B2. DTSDE Review Type:	State Led	
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 administration and staff work to promote a vision of family engagement in order to develop relationships and secure high expectations for student success; however, there is little evidence that our efforts to communicate with and engage families has resulted in increased family participation. While parents are aware of many family-oriented school events and have indicated that teachers are responsive through emails and phone calls, they also indicated a need for more frequent and consistent communication regarding all aspects of their child's education, especially course selections, grading policies and eSchool updates, and timelines for college and career preparation. Multiple opportunities have been offered for parents to provide feedback and communicate needs, but the response has been minimal. It is imperative for the school to connect with more families in a consistent and meaningful way to ensure student success. As a result, the lack of reciprocal communication with families has not allowed stakeholders to support students with the supports necessary to improve student outcomes.	
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.	Using feedback they have received from all stakeholders, school and instructional leaders will implement and promote new communications systems and mediums by October 13th to encourage a more positive school culture and more awareness and promotion of school events and information, as well as a process to garner more reciprocal communication and feedback. We will be able to see the impact of these endeavors by documenting the increase in parent sign-ups for Twitter, Facebook, and Remind, and the increase in parent attendance at school events.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Drop-Out Rate Student Discipline Referrals	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	10/13/2017	By October 13th, school leaders will create a Remind text account and strive to get as many teachers, students, and staff as possible to sign up for the app by raffling an award for every 100 sign ups. Using text as a form of communication is a more immediate form of communication, rather than a robo-call that can easily be deleted. Parents and students can also more easily sign up again if their phone numbers change.
9/1/2017	10/13/2017	School leaders will designate one person in charge of social media publicity, including the school webpage, information board, marquee, school calendar, Twitter account, and Facebook page.
9/1/2017	10/13/2017	School leaders will designate one person in charge of creating and distributing feedback forms for each event attended by the Corcoran Community or families. This person will also disaggregate and share the data and feedback collected at these events.
9/1/2017	10/13/2017	By October 13th, school administration will begin to deliver robo-calls and other communication forms in multiple languages to inform parents of school events, opportunities, and other forms of information.
9/1/2017	10/13/2017	By October 13th, athletic coaches will choose a student liaison to assist the coaches in promoting sports events via RoboCalls, Twitter, and FaceBook, informing the Corcoran family of when games are and how the athletes performed. School leaders will encourage this same process with clubs and club leaders.
9/1/2017	10/13/2017	By October 13th, school leaders will create an information board in the front lobby for students, staff, and families to come in and look for upcoming events, highlighted students and staff, and various initiatives and activities taking place in our building.
9/1/2017	1/26/2017	By January 26th, school leaders will implement a system requiring teachers to make and log at least 10 parent contacts within a week. This system will be monitored monthly by administration.
9/1/2017	6/11/2018	Throughout the school year, school leaders will host a minimum of six parent and student opportunities to come and partake in our school culture. We will determine impact via participation numbers and feedback surveys at each event.
9/1/2017	6/11/2018	Throughout the school year, school leaders will host many information nights for parents, including a Freshmen Orientation night, 3 parent teacher conference afternoons, and an Open House Curriculum Night for parents to meet all teachers and walk through their student's schedule.
	6/11/2018	There will also be an Open House dedicated to IB parents and families.
	6/11/2018	The ENL department will host an open house specifically for ENL students at a location within proximity of the refugee communities to encourage a higher attendance rate.
	6/11/2018	Guidance Counselors will offer FAFSA nights to inform parents and families of the steps in preparing students for the college application process and college life in general.
9/1/2017	6/11/2018	Corcoran will also host various community building events throughout the year such as winter and spring concerts, plays and musicals, the annual Chili Cook Off Scholarship Fundraiser, Breakfast with Santa event, community carnival, alumni run, and more.
9/1/2017	6/11/2018	School, Parent, and Student Leaders will continue to promote PTSO meetings and support through various social media sites as Twitter and FaceBook, as well as initiating various incentives to increase participation.