

District Comprehensive Improvement Plan (DCIP) Requirements

Consistent with the USDE approved ESEA Flexibility Waiver, all Focus Districts are required to develop a District Comprehensive Improvement Plan (DCIP) that details how the district plans to improve instruction and address the identified needs of Focus and Priority Schools. SY 2012-13 will be a transitional year for the Consolidated Application and District Comprehensive Improvement Plan (DCIP) based on the following requirements.

For SY 2012-13 the DCIP must:

- Be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT), and/or Persistently Lowest Achieving (PLA) School reports. For districts with IDEA Determinations, the DCIP must incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. For Districts identified for English Language Learners (ELLs), the DCIP must incorporate the goals and activities from any current Title III Annual Measurable Achievement Objectives Improvement Plan (AMAO-IP) or Annual Measurable Achievement Objectives Corrective Action Plan (AMAO-CAP). Districts that completed an Audit of Written, Taught, and Tested Curriculum should also include applicable recommendations and activities from those plans.
- identify the supports and interventions that will be provided to schools from the **List of Allowable Activities for Improvement** approved by NYSED (pages 5-6). The list aligns to the six tenets and the statements of practice.
- explicitly delineate the district's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The DCIP must focus on the accountability subgroup(s) and measures for which the district and its schools have been identified.
- address how the district will use its full range of resources (which may include Title I, Title II, and/or Title III, 1003a and/or 1003g School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- address the six tenets identified in the Diagnostic Tool for School and District Effectiveness that will be implemented and required in SY 2012-13.
- be 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 DCIP before it is approved. The plan must be approved by the school board and be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

In lieu of a District Comprehensive Improvement Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer. For information specifically regarding charter schools, please see pages 112 - 113 of the ESEA waiver:

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http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The DCIP and SCEP templates follow on pages 9-43.

DEFINITIONS

ESEA Flexibility Waiver: Flexibility granted to New York State of certain provisions of the Elementary and Secondary Education Act of 1965 (ESEA). For more information regarding specific provisions waived please visit: <http://www.p12.nysed.gov/esea-waiver/>

Six Tenets: focused ideas for school and district effectiveness identified as follows:

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

Diagnostic Tool for School and District Effectiveness: tool used to determine how close or far away a school or district is from effective implementation of the 6 tenets in school and district effectiveness. Not yet available to schools or districts, will be forthcoming.

Statements of Practice: provide guidance on a broad set of optimal conditions that are designed to yield the best student achievement and school wide outcomes. Statements of practice are identified on the DCIP template on the top of each chart after the Tenet number.

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**2012-13
CHARTER SCHOOL DCIP EQUIVALENCY FORM**

CONTACT NAME		TITLE	
PHONE		E-MAIL	
CHARTER SCHOOL AUTHORIZER			

APPROVAL OF THIS FORM BY THE SCHOOL LEADER AND BOARD OF TRUSTEES IS MANDATORY.

Approval is required no later than three months following the designation of the school as a Focus or Priority Charter School.

THE SIGNATURES BELOW CONFIRM APPROVAL.

POSITION	PRINT NAME	SIGNATURE	DATE
SCHOOL LEADER			___/___/___
PRESIDENT, B.O.T.			___/___/___

In lieu of a District Comprehensive Improvement Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer.

DCIP EQUIVALENCY DOCUMENTS FOR THIS LEA (Select all that apply):

- ☐ **ORIGINAL CHARTER APPLICATION (insert web link)**
Issuance Date: _____
- ☐ **RENEWAL CHARTER APPLICATION (insert web link)**
Issuance Date: _____
- ☐ **PROBATION/REMEDIAL ACTION/IMPROVEMENT PLAN (insert web link)**
Issuance Date: _____

NOTE: Please do not submit paper copies of the above referenced items. Please ensure all web links provided work.

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DISTRICT COMPREHENSIVE IMPROVEMENT PLAN DIRECTIONS:

Based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/ School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT), and/or Persistently Lowest Achieving (PLA) School reports, develop an action plan using the template provided on the following pages. Incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. Districts that are identified for the English Language Learners (ELL) subgroup and have a Title III Annual Measurable Achievement Objectives Improvement Plan (AMAO-IP) or Annual Measurable Achievement Objectives Corrective Action Plan (AMAO-CAP) should include those goals and activities in the DCIP. Districts that completed an Audit of Written, Taught and Tested Curriculum should also include applicable recommendations and activities from those plans. The DCIP and SCEPs will be made widely available through public means, such as posting on the Internet, by the district.

Prior to completing the DCIP, the District should conduct a needs assessment by evaluating the recommendations from all of the most recent school level reports. Recommendations should be organized according to the Six Tenets listed on page 2 and the charts that follow. Recommendations that are repeated frequently across multiple reports should be prioritized activities by the District. Support and funding should be appropriately matched to the prioritized activities.

IMPORTANT NOTE: The DCIP and School Comprehensive Educational Plans (SCEP) overlap for all statements of practice (SOP) of the Six Tenets. The DCIP requires full details for the district level SOPs (1.1-1.5, 2.1, 3.1, 4.1, 5.1 & 6.1) and limited information for the remaining school level SOPs. The SCEP requires limited information for the district level SOPs and full details for the school level SOPs (2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, and 6.2-6.5). Where information is not required because it is included in the other plans, the DCIP and SCEP are pre-populated with "See DCIP/SCEP (leave blank)".

The DCIP includes all costs from the SCEPs to show how the district has met the accountability set-aside requirements. The DCIP amounts must match the budget amounts for each indicated fund source. The major components of the DCIP and SCEP(s) should be in alignment. Each SCEP includes the school level costs for each activity, and shows the district support for each school.

- A. Provide a summarized list of the major recommendations that directly relate to each corresponding Tenet if applicable. For example, Tenet 1.1 should contain major recommendations that directly relate to recruiting, evaluating, and retaining high quality personnel in your district. A chart aligning the current intervention reports with the Six Tenets is found on pages 7-8.
- B. Provide a list of goals directly aligned to achievement of the major recommendations.
- C. Indicate the measurable targets related to the stated goals and activities. Identified targets should be written to measure progress and impact.
- D. List specific activities that will be implemented to achieve each goal. If more than one activity is listed please number the activities so they can be cross-referenced in the SCEPs.
- E. List the projected timeline for completion of each activity.
- F. Identify the key personnel responsible for completing each goal, activity, and target.
- G. Identify all fund sources and corresponding amounts that will be used for completion of each activity. For school level activities, total the school amounts in all SCEPs by SOP number and fund source so they can be reported as line items in the DCIP.

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- H.** Indicate the total district costs associated with each activity. This amount includes the costs allocated to each school and serves to document how the district will meet improvement set-aside requirements.

Note: For tenets 2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, 6.2-6.5 only items G and H referenced above are required for the DCIP. Items A-F (shaded) may be left blank.

Statement Of Practice	List of Allowable Activities for Improvement Set-Aside Requirement
	Section A: Federal and State Required Activities
Tenet 1	Public School Choice (Up to 20% of the LEA set-aside).*
Tenets 1 & 2	Supplemental Educational Services (Up to 30% of the LEA set-aside).*
*These are recommended limits. LEAs may exceed these amounts, but must demonstrate that sufficient resources will be provided to support implementation of required improvement plans.	
All Tenets	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices (Title I Section 1003(a) ONLY, Not allowable for Charter Schools).
All Tenets	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies (Title I Section 1003(a) ONLY, Not allowable for Charter Schools).
	Section B: Standards and Assessment
1.2, 1.4, 2.1, 3.1, 3.2, 4.1, 3.5, 4.5	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes (Title II A ONLY).
Tenet 5, 6.1, 6.3, 6.4	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement Positive Behavioral Interventions and Supports (PBIS) (Title II A ONLY).
1.2, 1.4, 2.1, 2.4, 3.5, 4.1, 4.5, Tenet 5	Costs (e.g., substitutes, stipends) associated with participation in New York State-sponsored professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
1.5, 3.5, 4.5	Development of local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations (Title II A funds NOT ALLOWED).
1.4, 2.1	Professional development for teachers (and their principals/ instructional supervisors) who will implement CTE courses in which increased percentages of historically underserved students will enroll. (Title I funds NOT ALLOWED).
1.2, 2.4	Equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll (Title I funds NOT ALLOWED).
1.4, 2.1	Training and professional development for teachers (and their principals/instructional supervisors) who will implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll (Title II A ONLY).
1.4, 2.1	Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses and related training and professional development for teachers (and their principals/instructional supervisors) in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved

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	students will enroll. (Title II A ONLY)
1.5, 3.5	Training in the use of data systems, aligned course sequences and early college and career school models, between post-secondary institutions and P-12 systems (Title II A ONLY).

2.4, 3.4	Costs associated with professional development and planning for teachers (and their principals/ instructional supervisors) and state approved partner organizations who will implement Expanded Learning Time (ELT) opportunities that may include art, music, remediation and enrichment programs.
2.4, 5.1	Costs associated with implementing ELT programs that improve student academic, social, and emotional outcomes, in which increased percentages of historically undeserved students will enroll.
2.4, 3.3	Costs related to providing academic intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as Long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development (Title I and Title III only).
1.2, 2.4	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
	Section C: Data Systems
1.2, 1.5, 2.4	Costs associated with implementing school-based Inquiry Teams as defined in the state's RTTT application.
	Section D: Great Teachers and Leaders
1.1, 2.5	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
1.2, 2.5	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated (Title II A only).
1.2, 2.4	Provision of supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program, to highly effective teachers providing academic intervention services in hard-to-staff subjects or specialty areas in high-needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools.

1.2, 2.4	Provision of supplemental compensation, consistent with local collective bargaining agreements, for teachers providing academic intervention services through a career ladder program, to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low- or moderate-needs schools to high-needs schools.
	Section E: Turning Around Lowest-Performing Schools
All tenets	Implementation of one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools (Title I Sections 1003(a) and (g), Title II A, Not allowable for Charter Schools).
All tenets	Supporting LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) planning activities for implementation of one of the four school intervention models or a whole-school change model aligned with the Secretary's turnaround principles in the year following school re-design (Title I Sections 1003(a) and (g), Title II A, Not allowable for Charter Schools).

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The chart below provides a basic crosswalk between previous diagnostic report structures/indicator categories and the new Diagnostic Tool for School and District Effectiveness that will be implemented in 2012-13. The purpose of this chart is to guide LEAs as they create District Comprehensive Improvement Plans and Comprehensive Education Plans for SY 2012-13 so that new report information can be easily aligned with their DCIP and SCEP. **This is intended to facilitate future revisions and is only a guide, not a required format.** LEAs should align their information with the Six Tenets based on the details of the findings and recommendations in their actual reports rather than follow the suggestions in this chart exactly.

The Six Tenets	SQR	ESCA/SCRA	JIT
1. District Leadership & Capacity			VII. District Support
1.1 Recruiting, hiring, & retaining human capital			
1.2 Fiscal, facility, and personnel resources			
1.3 District vision			
1.4 Comprehensive professional development			
1.5 Data-Driven Culture	I. Collection, Analysis & Utilization of Data		
2. School Leadership Practices and Decisions	III. School Leadership		III. School Leadership
2.1 District support of school leader			
2.2 School leader's vision			
2.3 Systems and structures for school development	I. Collection, Analysis & Utilization of Data (1.1) II. Teaching & Learning (2.10)		VI. Professional Development (6.1, 6.3-6.5)
2.4 School leader's use of resources	VI. Facilities and Resources		
2.5 Teacher effectiveness	V. Professional Development (5.1-5.2, 5.5-5.6)		V. Collection, Analysis & Utilization of Data (5.8)
3. Curriculum Development and Support		ESCA: IV Critical Analysis	I. Curriculum
3.1 District support concerning curriculum		SCRA: Criteria, IV. Assessment	
3.2 Enacted curriculum		SCRA: Criteria, II	
3.3 Units & lesson plans		SCRA: Criteria, II	

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3.4 Teacher collaboration	II. Teaching & Learning (2.9) V. Professional Development (5.3-5.4)		VI. Professional Development (6.2)
3.5 Use of data	I. Collection, Analysis & Utilization of Data (1.3)	SCRA: Criteria, IV. Assessment	V. Collection, Analysis & Utilization of Data (5.1-5.2)

The Six Tenets	SQR	ESCA/SCRA	JIT
4: Teacher Practices and Decisions	II. Teaching & Learning		II. Teaching & Learning
4.1 District support of teachers			
4.2 Instructional Practices and strategies			
4.3 Comprehensive plans for teaching			
4.4 Classroom environment & culture		SCRA: III Instructional Supports for Student Needs	
4.5 Use of data	I. Collection, Analysis & Utilization of Data (1.2, 1.4)	SCRA: Criteria, IV. Assessment	V. Collection, Analysis & Utilization of Data (5.3-5.6)
5. Student Social and Emotional Developmental Health	IV. Infrastructure for Student Success		IV. Infrastructure for Student Success
5.1 District support of student growth			
5.2 Systems & partnerships			
5.3 Vision for social, emotional developmental health			
5.4 Safety			
5.5 Use of data			V. Collection, Analysis & Utilization of Data (5.3-5.4)
6. Family and Community Engagement			
6.1 District support of family & community engagement			VII. District Support (7.4)
6.2 Welcoming environment			IV. Infrastructure for Student Success (4.11)
6.3 Reciprocal communication	III. School Leadership (3.2)		IV. Infrastructure for Student Success (4.8)
6.4 Partnerships, Share power & responsibility	II. Teaching & Learning (2.9) IV. Infrastructure for		IV. Infrastructure for Student Success (4.7)

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	Student Success (4.6-4.7)		
6.5 Use of data			V. Collection, Analysis & Utilization of Data (5.7)

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2012-13
DISTRICT COMPREHENSIVE IMPROVEMENT PLAN (DCIP)

CONTACT NAME		TITLE	
PHONE		E-MAIL	

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

Approval is required no later than three months following the designation of the school district as a Focus District and shall be subject to the approval of the commissioner, upon request.

THE SIGNATURES BELOW CONFIRM APPROVAL.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT			____/____/____ —
PRESIDENT, B.O.E./ CHANCELLOR OR CHANCELLOR'S DESIGNEE			____/____/____ —

DISTRICT LEADERSHIP TEAM: Each LEA should have a single District Leadership Team (DLT) and a single district comprehensive improvement plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

DCIP Overview

In this section, the district must describe the overall improvement mission or guiding principles at the core of the district comprehensive improvement plan, strategy for executing the mission/guiding principles, the key design elements of the educational improvement plan presented in the DCIP, 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 as presented over a three year period of time.

The Overview will be made widely available through public means, such as posting on the Internet, by the district. It will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. This Overview should be no more than five pages in length.

A complete statement will include:

- A summary of the primary identified needs of the district and its schools, using information from SED-led visits.
- Mission or guiding principles that are connected to the identified needs of the district and its schools.
- The strategy and overall timeline for accomplishing the mission/guiding principles. Anticipated barriers should be addressed.
- An overview of the district structure that will support the strategic implementation of the mission/guiding principles. Communication with and professional development for school leaders at identified schools should be addressed.
- Highlights of the initiatives described in the DCIP through all funding sources that support further the mission/guiding principles.
- Overarching goals for what the initiatives described in the DCIP will accomplish by the end of the three year period.

TENET I: DISTRICT LEADERSHIP AND CAPACITYADD ROWS AS NEEDED

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.				
A. Major Recommendation	B. Goal		C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.				
A. Major Recommendation	B. Goal		C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.				
A. Major Recommendation	B. Goal		C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.				
A. Major Recommendation	B. Goal		C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

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1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

A. Major Recommendation	B. Goal		C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

TENET II: SCHOOL LEADERSHIP PRACTICES AND DECISIONS

ADD ROWS AS NEEDED

2.1 The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.				
A. Major Recommendation	B. Goal		C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).		
A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

2.3 Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

2.5 The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT

ADD ROWS AS NEEDED

3.1 The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.				
A. Major Recommendation	B. Goal		C. Target	
Development of local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations (Title II A funds NOT ALLOWED).				
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

3.2 The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.		
A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

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3.3 Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.		
A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

3.4 The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.		
A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

3.5 The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.		
A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

TENET IV: TEACHER PRACTICES AND DECISIONS

ADD ROWS AS NEEDED

4.1 The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.				
A. Major Recommendation	B. Goal		C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

4.2 Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.		
A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

4.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

4.4 Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

4.5 Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.				
A. Major Recommendation	B. Goal		C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.		
A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

5.4 All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

5.5 The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

6.1 The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.				
A. Major Recommendation	B. Goal		C. Target	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. District Cost

6.2 The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.		
A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

6.4 The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

6.5 The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

A. – F.	G. Fund Source(s)	H. District Cost
SEE SCEPs (leave blank)		

School Comprehensive Education Plan (SCEP) Requirements

Consistent with the USDE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). The SCEP will be submitted as part of the District Comprehensive Improvement Plan that addresses all of the tenets outlined in the Diagnostic Tool for School and District Effectiveness. 2012-13 will be a transitional year for the Consolidated Application, District Comprehensive Improvement Plan, and SCEP based on the following requirements.

For SY 2012-13 the SCEP must:

- be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports. For districts with IDEA Determinations, the SCEP should incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. Districts that completed an Audit of Written, Taught and Tested Curriculum should also include applicable recommendations and activities from those plans.
- identify the programs and services that will be provided to schools from the list promulgated by the Commissioner. As a supplementary resource please refer to **The List of Allowable School Improvement Activities, found on pages 5-6**. The list aligns to the six tenets and the statements of practice that are embedded in the Diagnostic Tool for School and District Effectiveness.
- explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.
- address the tenets applicable at the school level identified in the Diagnostic Tool for School and District Effectiveness that will be implemented and required in SY 2012-13.
- be 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 SCEP before it is approved. The plan must be approved by the school board and be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

In lieu of a School Comprehensive Education Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer. For information specifically regarding charter schools, please see pages 112 - 113 of the ESEA waiver:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_RE_VISED.pdf

The School Comprehensive Education Plan Template follows on pages 26 - 43.

SCHOOL COMPREHENSIVE EDUCATION PLAN DIRECTIONS:

Based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/ School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT), and/or Persistently Lowest Achieving (PLA) School reports, develop an action plan using the template provided on the following pages. Incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities.

Prior to completing the SCEP, the School should conduct a needs assessment by evaluating the recommendations from all of the most recent school level reports. Recommendations should be organized according to the Six Tenets listed on page 2 and the charts that follow. Recommendations that are repeated frequently across multiple reports should be prioritized activities by the District. Support and funding should be appropriately matched to the prioritized activities.

IMPORTANT NOTE: The DCIP and School Comprehensive Educational Plans (SCEP) overlap for all statements of practice (SOP) of the Six Tenets. The DCIP requires full details for the district level SOPs (1.1-1.5, 2.1, 3.1, 4.1, 5.1 & 6.1) and limited information for the remaining school level SOPs. The SCEP requires limited information for the district level SOPs and full details for the school level SOPs (2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, and 6.2-6.5). Where information is not required because it is included in the other plans, the DCIP and SCEP are pre-populated with "See DCIP/SCEP (leave blank)".

The DCIP includes all costs from the SCEPs to show how the district has met the accountability set-aside requirements. The DCIP amounts must match the budget amounts for each indicated fund source. Each SCEP includes the school level costs for each activity, and shows the district support for each school.

- A. Provide a summarized list of the major recommendations that directly relate to each corresponding Tenet, if applicable. For example, Tenet 3.2 should contain major findings that directly relate to the enacted curriculum. A chart aligning the current intervention reports with the Six Tenets is found on pages 7-8. Also, indicate the specific report and location (page # of the SQR, ESCA, JIT, QIP, or AOC) where the major finding related to the activity can be found.
- B. Provide a list of goals directly aligned to achievement of the major findings or tenet.
- C. Indicate the measurable targets related to the stated goals and activities. Identified targets should be written to measure progress and impact.
- D. List specific activities that will be implemented to achieve each goal. Indicate how the activity is addressing the finding and/or goal. If more than one activity is listed please number the activities. If the activity is listed in the DCIP, only the DCIP activity number is needed to identify the activity.
- E. List the projected timeline for completion of each activity.
- F. Identify the key personnel responsible for completing each goal, activity, and assessment of targets.
- G. Identify all fund sources and corresponding amounts that will be used for completion of each activity.
- H. Indicate the total school costs associated with each activity. This amount includes the costs allocated to each school in the DCIP and shows the district support for each school.

2012-13
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	School Without Walls-Foundation Academy	CONTACT NAME	Uma Mehta
PHONE	324-3111	E-MAIL	Uma.Mehta@rcsdk12.org

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

Approval is required no later than three months following the designation of the school as a Focus or Priority School and shall be subject to the approval of the commissioner, upon request.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT			___/___/___
PRESIDENT, B.O.E.			___/___/___

SCHOOL LEADERSHIP TEAM:

Each LEA should have a single School Leadership Team (DLT) and a single comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

TENET I: DISTRICT LEADERSHIP AND CAPACITY

ADD ROWS AS NEEDED

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School will work with Central Office staff in recruiting, evaluating and sustaining high quality personnel to promote school effectiveness.		\$0

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School will work with Central office staff to ensure the effective and efficient use of resources that leads to appropriate levels of support to promote school improvement and success.		\$0

1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.			
A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School will communicate high expectations for addressing the needs of all constituents through bulletins and newsletters.		\$0

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			
A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School staff will take advantage of professional development opportunities offered through Avatar around APPR, CCLS and DDI.		\$0

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			
A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School staff will work with Network team members to foster a data-driven culture by incorporating regular and frequent “Data Dives” to promote student achievement.		\$0

TENET II: SCHOOL LEADER PRACTICES AND DECISIONS

2.1 The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School leadership team will work collaboratively with school community to provide opportunities and support to nurture a school environment that is responsive to the needs of the entire school community.		\$0

2.2 Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
School vision needs to be articulated and understood with school staff and parent community.	The school community will share and promote a distinctive and robust vision for student achievement and well-being and holds itself accountable for working as a community to realize this vision as outlined in its CEP and other school improvement documents.		School leader and leadership team will clarify and share school vision monthly through various communications and staff meetings.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<ul style="list-style-type: none">School vision will be	SY: 2012-2013	School staff,		\$0

<p>communicated during staff meetings, SBPT meetings, Town Hall Meeting and Parent events.</p> <ul style="list-style-type: none"> • Display school's vision and mission throughout the building. 		<p>teachers, coaches, parents, students, and administrators</p>		
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<p>2.3 Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.</p>				
A. Major Recommendation and Report Citation	B. Goal		C. Targets	
<p>The school leader needs to expect staff to use best practices related to school and student progress and achievement.</p>	<p>The school leader will espouse and support practices in areas that impact a school and student progress and achievement that include feedback loops and examples of best practices connected to student achievement.</p>		<p>The school leader will espouse and support practices in areas that impact a school and student progress and achievement that include monthly feedback loops and examples of best practices connected to student achievement by providing well-structured intervention and reading blocks embedded in student schedules.</p>	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<ul style="list-style-type: none"> • School will provide well-structured intervention and feedback through 212 period reflections monthly. • Students will have reading and AIS blocks embedded in student schedules. • School staff will design individualized AIS plans to close achievement gaps. • Staff will share best practices weekly during grade level meetings. 	SY: 2012-2013	Administrators and Coaches		\$0

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2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

A. Major Recommendation and Report Citation		B. Goal	C. Targets	
The school leader and leadership team needs to create structures for extended learning program to promote student achievement.		The school leader will create and use robust systems and structures that afford students and teachers the ability to fully benefit from a flexible and thoughtful program which includes a creative extended learning program that is aligned to student achievement.	School leader and staff will analyze student data to identify students to participate in targeted extended learning program to promote student achievement.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<ul style="list-style-type: none"> School will offer "Spring into Success Program" during Spring break to promote student achievement if funding is available. 		Administrator and Instructional staff	5130 A 2680421100000	\$14,560 (excluding student snacks/meals and transportation)
<ul style="list-style-type: none"> School will offer Saturday school to prepare students for the NYS and local testing if funding is available. 		Administrator and Instructional staff	5130 A 2680421100000	\$14,560 (excluding student snacks/meals and transportation)
<ul style="list-style-type: none"> School will offer program twice a week after school for extended learning. 	SY: 2012-2013	Administrator, coaches and staff		\$0

2.5 The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
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<p>The school leader and coaches need to use feedback from formal and informal observations to provide support to teachers and other staff members.</p>	<p>The school leader and other school administrators will develop and implement a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans.</p>		<p>The school leader and coaches will develop and implement a system for observing instructional staff bi-weekly throughout the school year to provide feedback and monitor student progress and staff effectiveness.</p>	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<ul style="list-style-type: none"> • The school leader and coaches will develop and implement a system for observing instructional staff bi-weekly and providing feedback throughout the school year. • The school leader and coaches will design a professional development calendar to provide targeted professional learning opportunities to staff in collaboration with Network teams. • The school leader will meet with coaches bi-weekly to discuss student data and teacher support. 	<p>SY: 2012-2013</p>	<p>Administrators, Coaches, Teachers, and Staff</p>		<p>\$0</p>

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT

3.1 The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School will provide support connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards and is inclusive of the arts, technology and other enrichment activities.		

3.2 The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school leader and leadership team need to provide targeted and relevant professional development to ensure that the implemented CCLS curricula addresses what students need to know to achieve student goals.	The school leader and staff will provide consistent and systematic support to all teachers across grades and subjects aligned to rigorous and coherent CCLS curricula.		The school leader, coaches and network team members will provide consistent and systematic support to teachers during weekly grade level meetings around CCLS.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

<ul style="list-style-type: none"> Professional development will be provided by the school leader, coaches and network team members around CCLS standards and curriculum. Network team members and content area directors will help teachers design standards based lessons and its alignment with CCLS standards and assessment. 	SY: 2012-2013	School staff, teachers, coaches and administrators		\$0
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3.3 Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Teachers need to participate in grade level meetings to create and use lesson plans that are aligned to the CCLS standards.	Teachers will participate in grade level meetings, so that they can collaboratively create and examine coherent CCLS aligned curriculum unit plans across their grade/subject.	Teachers will participate in weekly grade level meetings to examine CCLS, unit plans and assessments.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<ul style="list-style-type: none"> Teachers will participate in weekly grade level meetings to collaborate with their colleagues to review student and school data to ensure that the subject and instruction is aligned to the CCLS coherent curriculum and is meeting student needs. 	SY: 2012-2013	Teachers and supporting staff		\$0

3.4 The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
School staff needs to work across grades or subjects on a regular basis.	The school leader and staff proactively create opportunities and a culture that encourages all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught, and why it is taught.	School staff will ensure consistency and relevancy in instruction by participating in bi-weekly vertical and horizontal meetings to target student development and achievement.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

<ul style="list-style-type: none"> • School staff will participate in vertical and horizontal grade level bi-weekly meetings to ensure consistency and relevancy in instruction that will focus on student development. • Network team members will provide support to staff monthly during grade level meetings around CCLS implementation. 	SY: 2012-2013	School staff, teachers, coaches and administrators		\$0
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3.5 The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.				
A. Major Recommendation and Report Citation	B. Goal	C. Targets		
The school leader and coaches need to share data with staff to identify student needs and assess school effectiveness.	The school leader will collect timely data (formative and summative assessments including screening, interim measures and progress monitoring) and share it with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success.	School staff will meet during grade level meetings and released times to analyze data regularly to inform instruction and encourage students as active participants in their own learning.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<ul style="list-style-type: none"> School leader and coaches will frequently share student data with staff to inform instruction. School staff will collaborate during grade level and staff meetings to analyze data and make adjustments. 	SY: 2012-2013	Administrators, Coaches, teachers, parents and support staff		
<ul style="list-style-type: none"> Grade level teams will be released twice a year to perform "Data Dives" to identify student needs and promote high levels of student learning and success 	SY: 2012-2013	Administrators, Coaches, teachers, parents and support staff	5149A2680421100000	\$8140

TENET IV: TEACHER PRACTICES AND DECISIONS

4.1 The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School will provide opportunities and support for teachers to help every student meet standards. School staff will provide academic intervention services to students at-risk.		

4.2 Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
Teachers need to use instructional practices and strategies that are aligned to plans and provide instructional interventions to students.	Teachers will use instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English Language Learners/Limited English Proficient students to provide timely and appropriate instructional interventions and extensions for all students.		Teachers will meet with ESOL and inclusion teachers bi-weekly grade level meetings to design lessons to meet the needs of students with special needs and English Language Learners.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

<ul style="list-style-type: none"> Teachers will collaborate with ESOL and inclusion teachers bi-weekly to design lessons to meet the needs of students with special needs and English Language Learners. 	SY: 2012-2013	Teachers and Teacher assistants		\$0
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4.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Teachers need to use instructional practices that are aligned to standards and lead to increased student achievement.	Teachers will use instructional practices that are systematic and explicit based on sequential lesson plans aligned to CCLS curriculum maps to instruct students that lead to high levels of achievement.	Teachers and coaches will meet weekly during grade level meetings to design lesson plans aligned to CCLS curriculum and provide systematic instruction.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<ul style="list-style-type: none"> Teachers will collaborate with their colleagues and coaches to design lessons during weekly grade level meetings to design lessons aligned with CCLS curriculum. Teachers will share lesson plans with their colleagues during grade level meetings that are aligned with CCLS curriculum. 	SY: 2012-2013	Teachers and Teacher Assistants		\$0

4.4 Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Teachers need to put forth a plan for acceptable student behaviors that is consistently recognized by students.	Teachers will create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught.	Staff will create environments by which there is a common understanding and recognition of acceptable and safe behaviors by explicitly teaching behavior expectations and developing classroom management plans.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<ul style="list-style-type: none"> School community will communicate, teach and enforce school wide student expectations of "Be Respectful, Be Responsible and Be Safe." Teachers will explicitly teach behavior expectations using the behavior matrix. 	SY: 2012-2013	Teachers, students and support staff		\$0

4.5 Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.				
A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Teachers need to provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.	Teachers will provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.	Teachers will provide feedback to students monthly during 212 degree periods and provide individualized interventions.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

<ul style="list-style-type: none"> Teachers will provide feedback to students during 212 degree periods monthly and provide individualized interventions. Teachers will analyze formative and summative assessment during monthly grade level meetings to develop instructional plans. 	SY: 2012-2013	Teachers and Teacher Assistants		\$0
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TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School leader and leadership team will collaborate with school staff to provide opportunities and resources that positively support students' social and emotional developmental health.		

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school needs to develop a system to address the social and emotional developmental health needs of students.	A system will be established that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs.		The school will provide a system to address the social emotional developmental health needs of each student by giving them a homeroom teacher.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

<ul style="list-style-type: none"> • Every student will have a home room teacher who will help coordinate academic, social, and emotional developmental needs of their students in collaboration with school support staff and RTI team. • Teachers will explicitly teach behavior expectations using the behavior matrix. 	SY: 2012-2013	School staff, teachers, coaches and administrators		\$0
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5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers, and students.				
A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school needs to develop an understanding of the skills and behaviors connected to social and emotional developmental health and how it is linked to academic success.	a) All school constituents will articulate the skills and behaviors that demonstrate social emotional developmental health that lead to academic success.		All school constituents will articulate the skills and behaviors that demonstrate social emotional developmental health that lead to academic success.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<ul style="list-style-type: none"> PBIS and RTI team will provide professional development opportunities for staff to enhance their knowledge of skills and behaviors that demonstrate social emotional developmental health to promote academic success. 	SY: 2012-2013	School staff, teachers, coaches and administrators		\$0

5.4 All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.		
A. Major Recommendation and Report Citation	B. Goal	C. Targets
Students need to express that the school supports their social and emotional developmental health and that they consistently feel safe and are aware of where to turn to for social and emotional supports.	Across the school community students will express that they feel safe and supported in their social and emotional developmental health growth.	School will conduct student surveys to gather input on school culture and students will facilitate student led conferences twice a year displaying their work to promote student ownership. Students will also participate in group sessions to help promote their social emotional health growth.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<ul style="list-style-type: none"> School will conduct periodic student surveys to gather input on school culture. School will facilitate student led conferences where students will display individual portfolio and take ownership of their work leading to greater student outcomes. Students will participate in group sessions during lunch periods on Tuesdays and Thursdays to promote their social and emotional developmental health growth. 	SY: 2012-2013	School staff, teachers, coaches and administrators		\$0

5.5 The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
The school leader needs to develop support systems to address the staff's ability to meet student social emotional needs.	The school leader and student support staff will expect staff members to use data to effectively address student social emotional needs.	Student Support Staff and the RTI team will provide professional development opportunities to help staff use data to effectively address student social and emotional needs.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Student support staff and RTI team will provide professional development opportunities to help staff use data to effectively address student social and emotional needs.	SY: 2012-2013	School staff, teachers, coaches and administrators		\$0

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

6.1 The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School has a comprehensive family and community engagement strategic plan in creating a welcoming environment.		

6.2 The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.				
A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school community needs to cultivate trusting and respectful relationships with diverse families and community stakeholders.	The school community will proactively cultivate trusting and respectful relationships with diverse families and community stakeholders.		The school community will cultivate trusting and respectful relationships with families by sending them monthly bulletins, inviting them to Open House, Breakfast of Champions, Exhibition Nights and parent-teacher conferences.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

<ul style="list-style-type: none"> • The school will keep parent community informed by sending them monthly bulletins, • The school will invite parents and guardians to Open House, Breakfast of Champions, Exhibition Nights and parent-teacher conferences to cultivate a trusting and collaborative relationship. • The school will celebrate diverse cultures of students and families such as Hispanic Heritage Month and Black History month celebrations. • The school will develop relationships with community organizations such as Nazareth College, St. John Fisher College and SUNY Brockport. 	SY: 2012-2013	Families, school staff, teachers, coaches and administrators		\$0
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6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.				
A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school needs to disseminate information to families about student achievement using multiple tools.	The school staff will regularly communicate with families concerning student achievement using multiple tools in all pertinent languages so that student achievement is increased		The school staff will regularly communicate with families concerning student achievement information by providing student progress reports every three weeks and conducting parent-teacher conferences.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

The school will send progress reports to families every three weeks and conduct four parent-teacher conferences throughout the school year to keep them abreast of their child's progress. Teachers will keep their power grade accounts updated with student grades and assignments.	SY: 2012-2013	Families, school staff, teachers, coaches, and administrators		\$0
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6.4 The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.				
A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school needs to share information with families regarding community resources.	The school will make connections between families and the community to support student learning and growth.		The school will make connections between families and the community to support student learning and growth by supplying information about community agencies such as Center for Youth and Center for Dispute Settlement.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
School will provide a monthly bulletin to parents/guardians with pertinent information and reach out to community to support student learning and growth. Parent Engagement Office will conduct sessions for parents around CCLS standards.	SY: 2012-2013	Families, Community organizations, school staff, teachers, coaches and administrators		\$0

6.5 The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school community needs to share data that families can access to understand student learning needs and successes.	The school community will share data in a way that families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.		The school community will share data in a way that families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability via three week progress reports and six week report cards.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
<ul style="list-style-type: none"> The school community will disperse three week progress reports and six week report cards for every child in order to inform parents of student progress. Teachers will keep their Power Teacher accounts updated to keep parents/guardian informed of their child's progress. 	SY: 2012-2013	School staff, teachers, coaches and administrators		\$0