

LEA Name:	Auburn Enlarged City School District
LEA BEDS Code:	050100010005
School Name:	Herman Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

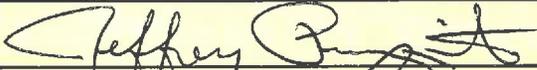
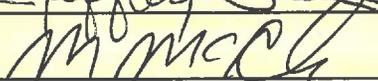
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Website for Published			

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		Mr. Jeffrey Pirozzolo	7/25/17
President, B.O.E. / Chancellor or Chancellor's		Mr. Michael McCole	7/25/17

Statement of Assurances

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

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

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

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

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

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

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

School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	467	% Title I Population	100	% Attendance Rate	95.1
% of Students Eligible for Free Lunch	32	% of Students Eligible for Reduced-Price Lunch	3	% of Limited English Proficient Students	0	% of Students with Disabilities	14

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	2	% Hispanic or Latino	3	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	90	% Multi-Racial	5

School Personnel							
Years Principal Assigned to School	15	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	0.5
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	3	Average # of Teacher Absences	4.7

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	Yes
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	Yes	Identification for High School Graduation Rate?	n/a
ELA Performance at Level 3 and Level 4	36/166	Math Performance at Level 3 and Level 4	69/153	Science Performance at Level 3 and Level 4	51/53	Four-Year Graduation Rate (HS Only)	n/a
% of 1st Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	n/a	Six-Year Graduation Rate (HS Only)	n/a
Persistently Failing School (per Education Law 211-f)	n/a	Failing School (per Education Law 211-f)	n/a				

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

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
	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
X	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

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

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

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

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

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

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

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

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

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

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

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

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

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

In reflecting on the PREVIOUS YEAR'S PLAN:

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

Tenet 4: STAR and DIBELS data reflect growth as a result of daily and consistent ELT times for ELA and math school-wide.
Tenet 5: There was a reduction schoolwide in major behavior referrals due to year two of the implementation of PBIS.
Tenet 6: SOAR into learning events showed a positive impact on parent engagement as evidenced by parent feedback on survey and attendance across both events.

- **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.**

Tenet 5: To align with PBIS protocol, common language and a numeric system for voice levels were implemented school-wide.
Tenet 6: A common communication tool was implemented school-wide and across each grade level.

In developing the CURRENT YEAR'S plan:

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

Teacher sharing their digital teaching and learning techniques; reciprocal parent engagement

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

Teachers need more support in engaging students using digital tools and the school needs additional parent engagement techniques

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

The mission of the district and therefore that of Heman Avenue Elementary is to develop citizens that are capable of meeting the challenges of their future by providing equitable, fiscally sound educational opportunities necessary to develop confident life-long learners as evidenced by effectively monitoring instructional programs, identifying priority learning in all subjects, utilizing a data-driven system, identifying student supports, and engaging families.

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

The mean of students in the building will show a Student Growth Percentile (SGP) equivalent to one year's growth on STAR Math and STAR Reading

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

The following learning opportunities will be utilized; grade-level meetings across the district, professional development days (4), parent-teacher

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

Teacher buy-in, quality professional development, and reliable technology tools

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

Teachers have the opportunity to learn multiple times during the summer, then the principal will support further opportunities through monthly faculty meetings and teacher-to-teacher sharing

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

The school will further expand the use of REMIND 101 for consistent parent and family communication, the school will also continue the SOAR events which began this year.

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

The school will have paper copies available in the main office, and it will be available on the school's website

- **Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.**

UPK Curriculum has been aligned with the District's curriculum. Specifically, UPK classrooms are utilizing the Happily Ever After Program, which is the preschool precursor to the Superkids program for ELA instruction being utilized in all K-2 classrooms across the district. Similarly, UPK classrooms will begin implementing the NYS Math modules, which is the same program that will begin to be implemented K-3 in the district in 2017-18. UPK teachers have received ongoing training and professional development specific to the implementation of curricula, aligning CCLS between Pre-Kindergarten and Kindergarten, and understanding of social and emotional needs for 4 and 5 year-olds. Summer work is planned and will be ongoing. This work will give Kindergarten and UPK teachers the opportunity to collaborate with the goal of connecting curricula and discussing expectations. Parents received transitional information via our Behavioral Specialist, through parent/teacher conferences, and Parent Transition nights. An updated transition form was created by a team of UPK and Kindergarten teacher, which is focused on providing academic and social emotional information to Kindergarten teachers. All Kindergarten and UPK teachers participated in transition meetings, which provide all teachers the opportunity to discuss specific students.

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?

Extended Learning Time allows us opportunities for Tier 2 interventions in the daily schedule.

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.

The school implemented STAR Reading and STAR Math in 2016-17 school year. Students are grouped based on data from STAR Reading, Star Math, and DIBELS Next. The data is showing an increase in achievement for these groups of students.

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

The school will analyze the STAR Reading, STAR Math, and DIBELS Next data three times during the 2017-18 school year to dynamically adjust groups of students.

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:	11/30/16, 12/1/16, 12/2/16 and 1/11/2017 (follow-up)
B2. DTSDE Review Type:	NYS IIT Review

<u>NEED</u>	At present anecdotal evidence at faculty meetings and grade level meetings identifies gaps in teachers skill sets with digital media and using media to promote student learning.
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<u>D1. SMART Goal:</u> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and	By June 30, 2018, teachers will incorporate digital teaching and learning to increase student learning as evidenced by an increase of 10% proficiency on STAR Math and Reading assessments.
<u>D2. Leading Indicator(s): Identify the</u>	Teacher Attendance at Professional Development; Teacher participation in virtual faculty meeting

<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date:</u> Identify the projected end date for each	<u>E3. Action Plan:</u> 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.
9/7/2017	1/4/2018	Activity: Virtual faculty meeting using Google Classroom Person(s) Responsible: Building Principal Who will Participate: All teachers in the school How Often: Once per semester Impact: Increased knowledge about Google Classroom for staff
10/5/17	6/7/18	Activity: Teacher technology share Person(s) Responsible: Building Principal and teacher leaders Who will Participate: All teachers How Often: monthly Impact: Student engagement and student use of digital media will increase from the increase of teacher sharing and use in class.
7/1/2017	12/1/2017	Activity: Staff Training Person(s) Responsible: Technology Trainers Who will Participate: 80% of teachers will participate in a Google classroom PD workshop How Often: 1 training session Impact: Student engagement and student use of digital media will increase from the increase of teacher professional development and use in class.

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-
B1. Most Recent DTSDE Review Date:	11/30/16, 12/1/16, 12/2/16 and 1/11/2017 (follow-up)
B2. DTSDE Review Type:	NYS IIT Review

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.	Based on NYS adopting new Science Learning Standards, this school needs to increase teacher knowledge of the NYSSLS K-6 and consistent access to resources and professional development opportunities.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, Herman Avenue Elementary School will participate in the curriculum revision process in K-6 science in order to increase knowledge of the NYSSLS and provide consistent resources and time to teachers as evidenced by a 2% increase on the NYSTP 4th grade Science assessment.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers' Attendance at Professional Development, Faculty Meeting Teacher Share, Team meeting minutes and Agendas, and NYS 4th Grade Science Assessment Data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in
August 1, 2017	April 30, 2018	Activity: Teachers will attend Science Kit Training and share with respective grade level teams. Person(s) Responsible: Director of Instruction & BOCES trainer Who will Participate: K-6 teachers How Often: 2-3 times during the 2017-18 school year (dependent on grade level) Impact: Teachers will consistently implement science curriculum which leads to increased student engagement in Science

October 1, 2017	March 31, 2018	<p>Activity: Teacher representatives from building will participate on science curriculum revision</p> <p>Person(s) Responsible: Building Principal</p> <p>Who will Participate: Building representatives</p> <p>How Often: 3 times during 2017-18 school year</p> <p>Impact: Building representatives will have input and engage in science curriculum revision and will share this information increasing the knowledge of colleagues, which will impact student learning</p>
September 1, 2017	June 7, 2018	<p>Activity: Faculty meeting teacher share - update staff on progress of revision of science curriculum</p> <p>Person(s) Responsible: Building principal and building teacher representatives</p> <p>Who will Participate: K-6 classroom and special education teachers, administrators</p> <p>How Often: 10 minutes/3 times during the 2017-18 school year</p> <p>Impact: Consistent knowledge school wide of NYSSLS implementation, resources and activities will lead teachers to implement an engaging Science curriculum to students.</p>

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
B1. Most Recent DTSDE Review Date:	11/30/16, 12/1/16, 12/2/16 and 1/11/2017 (follow-up)
B2. DTSDE Review Type:	NYS IIT Review

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.	Based on anecdotal evidence, this school needs professional development training as well as accessibility and availability to reliable computers and available internet in order to provide consistency and the execution of digital teaching and learning.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, the school will develop a plan to support all educators with the conversion to digital teaching and learning in order to increase student achievement as evidenced by an increase of 5 teacher Google Classroom sites, 100% of teachers will log-in to school Google Classroom sites, and an increase in Student Growth Proficiency (SGP) in STAR Reading and STAR Math data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development; Teachers Rated as "Effective" and "Highly Effective"; Student Performance on STAR assessments

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.
9/11/2017	11/1/2017	Activity: Enroll Students into Google accounts Person(s) Responsible: Director of Technology, classroom teachers Who will Participate: 50% of teachers will have students log into Google classroom by 11/2017 How Often: 1 Impact: Introduction and effective implementation of Google classrooms for students will be measured by the number of students and teachers logging into and utilizing Google Classroom.

7/1/2017	12/1/2017	<p>Activity: Staff Training</p> <p>Person(s) Responsible: Technology Trainers</p> <p>Who will Participate: 80% of teachers will participate in a Google classroom PD workshop</p> <p>How Often: 1 training session</p> <p>Impact: Increased knowledge about Google classroom for staff will lead to an increase in Google Classroom usage by teachers.</p>
10/5/2017	4/5/2018	<p>Activity: Staff Training at Staff Meetings</p> <p>Person(s) Responsible: Library Media Specialist</p> <p>Who will Participate: All Teachers/Staff</p> <p>How Often: 2 times during the 2017-18 school year</p> <p>Impact: Increased knowledge about Google classroom and creation of assignments for staff will lead to an increase in technology usage by teachers.</p>

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
B1. Most Recent DTSDE Review Date:	11/30/16, 12/1/16, 12/2/16 and 1/11/2017 (follow-up)
B2. DTSDE Review Type:	NYS IIT Review

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.	Based on collecting and analyzing PBIS data sheets, the building needs to increase the knowledge and skill set of our staff in the areas of positive behavioral support and mental health.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018 the building will contribute to a system of support in the implementation of layering positive behavioral and mental health supports within a tiered framework in order to increase knowledge/skill set and utilization of community support and resources as evidenced by 100% of teachers participating in PBIS data collection and an increase in attendance of staff in PD training in the areas of PBIS, poverty, and Mental Health Awareness.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student attendance rate, student discipline rate, student suspension rate, minor infraction data from PBIS.

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.
09/15/2017	05/25/2018	Activity: Determine what agenda/data will be analyzed at behavior meetings. Person(s) Responsible: School psychologist Who will Participate: building principal and school psychologist How Often: monthly Impact: Prepare data for building meetings
09/20/2017	05/30/2018	Activity: At-Risk/attendance meetings to determine supports for Tier 2 and Tier 3 students. Person(s) Responsible: Building Principal Who will Participate: Building Principal, school nurse, school psychologist, and school social worker How Often: monthly Impact: determine what supports best meets the needs for tier 2 and tier 3 students.
09/20/2017	05/30/2018	Activity: Determine what the interventions/supports and who implement them for Tier 2 and Tier 3 students Person(s) Responsible: school psychologist and special education teachers Who will Participate: building principal, school psychologist, school social worker, special education teachers, and classroom teachers (through consultation). How Often: monthly Impact: determine what interventions will be used for Tier 2 and Tier 3 students.

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:		11/30/16, 12/1/16, 12/2/16 and 1/11/2017 (follow-up)
B2. DTSDE Review Type:		NYS IIT Review
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.		According to parental feedback from our parent survey, the building needs to increase the awareness, knowledge and/or skill set of our families in the areas of positive behavioral support, mental health and academic growth skills.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2018, the school will implement the district plan for engaging in productive and collaborative conversations with parents and families that will include professional development, coaching and authentic, structured partnering with families in order to promote authentic school/community partnerships as evidenced by an increase in SOAR night and PTO participation, and teacher and parent/family surveys.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Parent Participation in School Survey; Parent attendance at school workshops
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.
9/13/2017	9/18/2017	Activity: Parent survey to assess needs and interests to assist students at home Person(s) Responsible: SCEP team members Who will Participate: All school faculty/staff and parents How Often: 1x/year Impact: To align goals with parents' needs/interests to increase academic and social /emotional success of students

10/25/2017; 3/13/18	10/25/2017; 3/13/18	<p>Activity: The school will plan and host 2 SOARing into Learning Nights, one each semester. The nights will consist of how to help their child at home with homework, learning resources and strategies, and help through community resources. (10/25/17 & 3/13/18)</p> <p>Person(s) Responsible: SCEP team and PTO</p> <p>Who will Participate: All school faculty/staff and families</p> <p>How Often: 1x/semester</p> <p>Impact: These evening programs will support parents in becoming more engaged in their child's academic performance and social/emotional well being.</p>
9/13/17	9/13/17	<p>Activity: Teachers will engage parents in discussions about the school's behavior management system (PBIS) at Open House/Curriculum Night.</p> <p>Person(s) Responsible: Classroom and special education teachers</p> <p>Who will Participate: All school faculty/staff and families</p> <p>How Often: Once</p> <p>Impact: Teachers and parents will be engaged and increase knowledge of PBIS.</p>
9/1/17	6/22/2018	<p>Activity: Encourage 100% communication between school and families using REMIND 101.</p> <p>Person(s) Responsible: School staff/faculty and parents</p> <p>Who will Participate: All school faculty/staff and families</p> <p>How Often: Event specific</p> <p>Impact: Increased communication between school and families.</p>