

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

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

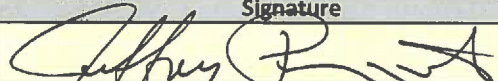
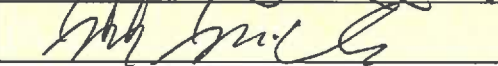
Contact Name	Cynthia Lattimore	Title School Principal	Principal
Phone	(315) 255-8684	Email	cynthia_lattimore@auburn.cnyric.org
Website for Published Plan	http://herman.auburn.cnyric.org/		

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

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	9/13/16
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Michael McCole	9-13-16

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. Note: For schools identified as Pers

- 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.

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

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

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
July 1, 2016	Herman Ave. library		

Name	Title / Organization	Signature
Cynthia Lattimore	Principal	
Pat Carberry	School Psychologist	
Casey Carey-Dixon	School Social Worker	
Jean Zimmer	Grade 1 teacher	
Kerri Musso	Grade 5 teacher	
Katie Naples	Kindergarten teacher	
Sarah Portipilo	Grade 2 teacher	
Meg Messina	Grade 4 teacher	
Dennis Taylor	Director of Instruction	
MaryBeth Leeson	Parent Representative	

School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	449	% Title I Population	0	% Attendance Rate	95
% of Students Eligible for Free Lunch	31	% of Students Eligible for Reduced-Price	4	% of Limited English Proficient Students	0	% of Students with Disabilities	13

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	3	% Hispanic or Latino	2	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	88	% Multi-Racial	6

School Personnel							
Years Principal Assigned to School	14	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	2
% 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	8	Average # of Teacher Absences	7.7

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	Yes	Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	12%	Math Performance at Level 3 and Level 4	32%	Science Performance at Level 3 and Level 4	84%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

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 manage the improvement plan.

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

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

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

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

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

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

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

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

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

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

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

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

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

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).

There was a significant reduction in student behavior referrals due to consistent expectations outlined in the PBIS protocols and celebrations.

- 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.

rd.,
we
will
There were no adjustments to the PBIS plan last year due to whole school protocols successfully being implemented and action steps for the other tenets on target. This year moving forward, we will focus on interventions and protocols to support Tier 2 and 3 students, resulting in a continued reduction disciplinary referrals.

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

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

School leaders will effectively implement a system that monitors instructional programs and practices during extended learning time in order to increase accountability and accelerate student achievement as evidenced by a 5% increase of students meeting grade level targets in Math and English Language Arts on STAR Math assessments (Grades K-6), Dibels assessments (Grades K-2), and STAR Reading assessments (Grades 3-6). The school will identify the priority learning in ELA and Math in order to move toward a guaranteed and consistent curriculum as evidenced by a 5% increase of students meeting grade level targets in Math and English Language Arts on STAR Math assessments (Grades K-6), Dibels assessments (Grades K-2), and STAR Reading assessments (Grades 3-6). The school will use a data-driven system of collecting, analyzing and using data in order to identify and implement the instructional focus as evidenced by the analysis of data for ELA and math. The school will identify the SEDH needs of students and families in Tier 2 and Tier 3 in order to plan behavior supports as evidenced by meeting minutes. The school will customize the district family and community engagement plan in order to improve student performance as evidenced by 10% increase in family participation at school events and an increase of 10% access and use of building website and other technology tools.

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

Identifying prioritized curriculum, monitoring/evaluating instructional programs, collecting and analyzing data to inform instructional groups, identifying and supporting the SEDH needs of Tier 2 and Tier 3 students, increasing parent engagement.

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

The mission of the district and therefore that of Herman 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.

100% of students will reach proficiency in all instructional programs. Tier 2 and Tier 3 students will be present in class due to a reduction in discipline referrals. All students will have access to increased instruction in core curriculum due to Extended Learning Time.

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

The following learning opportunities will be utilized; each grade level has an Extended Learning Time daily, grade-level meetings with the building administrator, grade-level meetings across the district, professional development days (4), parent-teacher conferences, faculty meetings, and innovation zones.

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

Two barriers may impact the ability of the building to accomplish the goals; time and understanding/buy-in of the goals from all stakeholders.

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

Summer 2016 included the following learning opportunities for the staff; Response to Intervention training and forward thinking, Interventions: How do we identify the most appropriate interventions, progress monitor, and use data to determine the next steps? Data Inquiry Team Meetings will continue for the 16-17 school year. Teams will utilize a data-driven collaborative learning cycle approach to make instructional decisions. All staff will continue to define and provide evidence of how students are given 21st Century Learning opportunities (Four C's) during faculty meetings. The following is the Professional Development Calendar for the district. [\[OB\] \[OB\] AECSD SUMMER 2016 LEADERSHIP & INNOVATION ZONES](#), district wide math curriculum work, SCEP updates, RtI Conference, Grade 6 Curriculum Alignment, Superkids Train the Trainer, PBIS Implementation work, Responsive Classroom, Poverty Simulation, Star Assessment training.

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

The school leader will provide clear outcomes and agendas for each meeting, communication will take place with all stakeholders in the form of newsletters, letters for special events, School Messenger, attendance at school-wide events, formal and informal meetings.

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

Hard copies will be available in the Main Office and the plan will be published to 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 have implemented the preschool curriculum for the My Math program, which is the same program that is used for K-5 in the district. 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 are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of 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) beginning no later than the 2016-17 school year. 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. The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle.

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

1. Identify the Turnaround Principle the school is choosing to implement.

2. Describe the schools plan for intensive implementation of the identified principle. As part of the response include a timeline for implementation.

3. Describe the plan for oversight of the implementation of the identified principle.

Priority Schools: Whole School Reform Model
(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

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

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

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 15-16 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2015-16 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2015-16 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2015-16 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

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

2. Organizational Plan

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

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2015-16 plan.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 15-16 plan.

Priority Schools: Whole School Reform Model

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

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at <http://www.p12.nysed.gov/oisr/>.

1. Describe the schedule that will result in implementation of a whole school reform model no later than the 2018-19 school year.

--

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

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

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

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

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

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

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

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

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

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

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

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:	Feb-16
B2. DTSDE Review Type:	School Self 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.	The school needs a system to monitor instructional programs and practices during extended learning time.
---	--

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, 2017, school leaders will effectively implement a system that monitors instructional programs and practices during extended learning time in order to increase accountability and accelerate student achievement as evidenced by a 5% increase of students meeting grade level targets in Math and English Language Arts on STAR Math assessments (Grades K-6), Dibels assessments (Grades K-2), and STAR Reading assessments (Grades 3-6).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student growth percentile for low-income students sub-group, student growth percentile for all students, student growth percentile for students with disabilities sub-group

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/1/2016	9/1/2016	Activity: School leaders will develop a form for grade level teams to share groups of students during Extended Learning Time which include how they grouped (data), what intervention will be utilized, and who is responsible for the implementation. Person(s) Responsible: School leaders Who will Participate: All classroom, special education, and AIS teachers and teacher assistant How Often: Once Impact: All students will receive targeted instruction
9/8/2016	9/8/2016	Activity: School leaders will share the form during the September faculty meeting. Person(s) Responsible: School leaders Who will Participate: All classroom, special education, and AIS teachers and teacher assistant How Often: Once Impact: Teachers will understand how to document student groupings, interventions, and who is responsible, in order to share the information with the school leaders
9/8/2016	6/23/2017	Activity: School leaders will review the ELT groups and interventions with grade-level teams. Person(s) Responsible: School leaders Who will Participate: All classroom, special education, and AIS teachers and teacher assistant How Often: Bi-Monthly Impact: Teachers will share student groupings, interventions, and who is responsible with the school leaders

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	Feb-16
B2. DTSDE Review Type:	School Self 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.	The school needs to identify the priority learning in all subjects because less than 100% of students are proficient on standardized assessments.
---	---

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, 2017, the school will identify the priority learning in ELA and Math in order to move toward a guaranteed and consistent curriculum as evidenced by a 5% increase of students meeting grade level targets in Math and English Language Arts on STAR Math assessments (Grades K-6), Dibels assessments (Grades K-2), and STAR Reading assessments (Grades 3-6).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Scheduled benchmark data, minutes of extended learning time meetings, completion of priority learning documents.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	6/30/2017	Activity: Teachers will utilize current district wide pacing calendars for K-6 mathematics Person(s) Responsible: Classroom and special Education Teachers Who will Participate: All classroom, special education, and AIS teachers and teacher assistant How Often: Daily Impact: All students will receive a guaranteed and consistent Mathematics curriculum
9/1/2016	6/30/2017	Activity: Teachers will utilize week by week pacing calendars for SuperKids (ELA curriculum) Person(s) Responsible: Classroom and special education teachers Who will Participate: All grades K-2 classroom, special education, and AIS teachers and teacher assistant How Often: Daily Impact: All students will receive a guaranteed and consistent ELA curriculum
9/1/2016	6/30/2017	Activity: Teachers will continue to refine and adapt 3-6 ELA curriculum based on essential standards. Person(s) Responsible: Classroom and special education teachers Who will Participate: All grades 3-6 classroom, special education, and AIS teachers and teacher assistant How Often: Daily Impact: All students will receive a guaranteed and consistent ELA curriculum

9/1/2016	6/30/2017	Activity: Related arts teachers will continue working on a scope and sequence plan. Person(s) Responsible: Related arts teachers Who will Participate: Related arts teachers How Often: Daily Impact: All students will receive a guaranteed and consistent related arts curriculum
9/1/2016	6/30/2017	Activity: Benchmark and common formative assessment data will be used to focus small group instruction to meet individual student needs. Person(s) Responsible: Classroom and special education teachers Who will Participate: Classroom, special education, AIS teachers, teacher assistant, and school leaders How Often: Quarterly Impact: All students will receive individualized instruction based on data

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	Feb-16
B2. DTSDE Review Type:	School Self 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.	The school needs to improve the data-driven system of collecting, analyzing and using data to identify and implement the instructional focus.
---	---

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, 2017, the school will use a data-driven system of collecting, analyzing and using data in order to identify and implement the instructional focus as evidenced by the analysis of data for ELA and math.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student performance on progress monitoring tools (Dibels, Superkids, MyMath, Glencoe, Springboard, module assessments, and STAR assessments.) Re-grouping of students during Extended Learning Time (ELT).

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	9/30/2016	Activity: Teachers will administer and analyze assessments to plan interventions Person(s) Responsible: Classroom and Special Education teachers Who will Participate: All students How Often: Once Impact: All students will receive targeted instruction
1/1/2017	1/31/2017	Activity: Teachers will administer and analyze assessments to adjust interventions Person(s) Responsible: Classroom and Special Education teachers Who will Participate: All students How Often: Once Impact: All students will receive targeted instruction
5/1/2017	5/30/2017	Activity: Teachers will administer and analyze assessments to adjust interventions Person(s) Responsible: Classroom and Special Education teachers Who will Participate: All students How Often: Once Impact: All students will receive targeted instruction

10/3/2016	6/23/2017	Activity: Teachers will progress monitor the interventions and adjust groups to meet students needs Person(s) Responsible: Classroom and Special Education teachers Who will Participate: Tier 2/3 students How Often: Monthly Impact: Tier 2/3 students will receive individualized instruction

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	Feb-16
B2. DTSDE Review Type:	School Self 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.	The school needs a formal protocol to develop Tier 2 and Tier 3 processes and practices for PBIS.
---	---

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, 2017, the school will identify the SEDH needs of students and families in Tier 2 and Tier 3 in order to plan behavior supports as evidenced by Tier 2 and Tier 3 meeting minutes.
--	---

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, teacher completion rate of monthly surveys.
--	--

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.
9/14/2016	6/23/2017	Activity: Behavior 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, school social worker, and Director of Instruction How Often: Monthly Impact: Determine what supports best meet the needs for Tier 2 and Tier 3 students
9/14/2016	6/23/2017	Activity: Determine the agenda to address the needs of the Tier 2 and Tier 3 students. Person(s) Responsible: Building principal Who will Participate: Building principal and school psychologist How Often: Monthly Impact: Prepare for behavior meetings
9/14/2016	6/23/2017	Activity: Determine what 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 behavior meetings

10/18/2016	6/23/2017	Activity: Determine what the interventions/supports will look like 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, Director of Instruction, and classroom teachers (through consultation) How Often: Monthly Impact: Determine what interventions will be used for Tier 2 & 3 students
10/18/2016	6/23/2017	Activity: Determine who will implement the interventions/supports for the 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, Director of Instruction, and classroom teachers (through consultation) How Often: Monthly Impact: Tier 2 & 3 students will receive individualized behavioral instruction based on data
9/1/2016	9/30/2016	Activity: Create shared documents among social worker, school psychologist, and school principal to show referrals to counseling, PINS referrals, and Suicide risk assessments. Person(s) Responsible: Director of Instruction Who will Participate: Building principal, school psychologist, school social worker, and Director of Instruction How Often: Once Impact: School leaders will share information about students in need
10/25/2016	5/25/2017	Activity: A survey will be emailed to staff asking for the identification of any student under concern and how can the SEDH team can support. Person(s) Responsible: School psychologist Who will Participate: All teachers, building principal, school psychologist, school social worker, school nurse, and Director of Instruction How Often: Monthly Impact: Teachers will identify students in need throughout the building
10/6/2016	6/1/2017	Activity: The Behavior Team will report results/ concerns of the survey to teachers at faculty meetings. Person(s) Responsible: School psychologist Who will Participate: All teachers, building principal, school psychologist, school social worker, school nurse, and Director of Instruction How Often: Monthly Impact: The behavior team will continue to communicate with building staff

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:	Feb-16
B2. DTSDE Review Type:	School Self 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.	The school needs to provide opportunities for partnerships among parents, community members and staff.
---	--

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, 2017, the school will customize the district family and community engagement plan in order to improve student performance as evidenced by 10% increase in family participation at school events and an increase of 10% access and use of building website and other technology tools.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	parent attendance at school events, parent participation in school/district surveys, parent access of building website

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	6/30/2017	Activity: PTO will discuss and implement the district family and engagement plan, which may include: PTO information/sign-up sent home in quarterly report cards, monthly publication of the school newsletter, PTO information posted on Facebook. Person(s) Responsible: PTO Chairperson Who will Participate: PTO members, building principal, rotating teachers How Often: Monthly Impact: The PTO will work to increase parent engagement
10/5/2016	2/8/2017	Activity: The school will plan and host 2 SOARing into Learning Nights at the beginning of each of 2 marking periods. The nights will consist of homework help, learning resources, and participation help through community resources. (10/5/16 & 2/8/17) Person(s) Responsible: SCEP team Who will Participate: Parents, teachers, students, and school leaders How Often: Two times Impact: These evening programs will support parents in becoming more engaged in their child's academic performance
9/28/2016	9/28/2016	Activity: The PBIS committee will present information regarding the school's behavior management system (PBIS) at Open House. Person(s) Responsible: Classroom and special education teachers Who will Participate: All teachers How Often: Once Impact: Teachers will share information about PBIS with parents

9/1/2016	6/30/2017	<p>Activity: The PTO will engage teachers at faculty meetings to report on upcoming parent events.</p> <p>Person(s) Responsible: PTO Chairperson</p> <p>Who will Participate: All teachers and staff</p> <p>How Often: Bi-Monthly</p> <p>Impact: PTO will communicate upcoming events and parent engagement opportunities with school staff</p>
9/1/2016	6/30/2017	<p>Activity: A count of parent attendance will be kept at each event.</p> <p>Person(s) Responsible: PTO Chairperson</p> <p>Who will Participate: PTO representative</p> <p>How Often: At each event</p> <p>Impact: Collecting this data will help us make a more informed decision about what events parents engage in</p>
9/1/2016	6/30/2017	<p>Activity: A count of parent access and use of building website and other technology tools will be documented. (ex. Facebook Likes)</p> <p>Person(s) Responsible: PTO Chairperson</p> <p>Who will Participate: PTO representative</p> <p>How Often: When information about each event is advertised</p> <p>Impact: Promoting these opportunities will support parents in becoming more engaged in their child's academic performance</p>