

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010016
School Name:	T.K. Beecher Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

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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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee			

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 8, 2018	Beecher		
May 11, 2018	Beecher		
May 16, 2018	Beecher		
May 17, 2018	Beecher		
June 6, 2018	Beecher		

Name	Title / Organization	Signature
Michael Lanning	Principal	
Ryan Collins	Assistant Principal	
Sonja Jennings	School Counselor	
Maureen Barr	Reading Specialist	
Andrew Hughes	4th grade teacher	
Kathy Love	5th grade teacher	
Jeremy Sager	Special Educator	
Jessica Talada	Data & Curriculum Coordinator	
Keary Miller	Data & Curriculum Coordinator	
Laurie Roberti	3rd grade teacher	
Bobby Roe	6th grade teacher	

SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

Major Degree (At least 90% of planned activities were funded.)

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

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

In reflecting on the PREVIOUS YEAR'S PLAN:

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

Full implementation of a tier 2 reading program has increased student performance. Tier 2 instructional data indicates that Beecher students have improved their lexile score on an average of 98 points (as of 5.16.18).

- **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.**

During the '17-'18 school year, it was decided that several sub-groups would be created to ensure that each school member would have a role in the decision-making process of Beecher school.

In developing the CURRENT YEAR'S plan:

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

The major focuses of the '18-'19 SCEP includes: 1. Wide-spread Tier 2 instruction 2. Incorporate "best practices" conversations into data meeting protocols 3. expand sub-committee structures so as to provide a venue for involvement for all teachers and staff members

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

The needs that will be addressed through this plan include: 1. Increasing use of sub-committees in school-wide work and decision making 2. Limited literacy proficiency 3. Marginal reciprocal parent communication

- **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**

Beecher elementary school remains committed to ensuring that all students read on or above grade level. Additionally, increasing the structures for engaging all members of the staff will ensure that everyone has a role in school leadership and the decision making process.

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

Beecher elementary will track achievement by engaging in ongoing analysis of student performance as per the New York State assessment results, the NWEA MAP test benchmark results and tier 2 literacy data.

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

School structures that drive strategic implementation include: 1. Continuation of sub-committees for building initiatives 2. Developing a master schedule that is conducive to tier 2 instruction 3. Revising the walk-through template to reflect building initiatives 4. Revising the lesson plan template to reflect building initiatives 5. Ongoing use of the data meeting and professional development structure

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

Anticipated barriers include: 1. parent involvement - utilize class dojo, 2. Empowering staff voice - establish sub-committees, 3. limited student readiness - Full implementation of tier 2 instruction 4. student mental health needs - Monthly professional development

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

Professional development opportunities include: 1. August building days (2 days), 2. Monthly building professional development experiences 3. Monthly data

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

School leaders and teachers will utilize a variety of communication tools including electronic and print resources.

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

The plan will be made widely available to the public through the use of the district website and regular Parent Academies.

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:	November 2-4, 2016
B2. DTSDE Review Type:	IIT Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	According to the IIT state focus review in November '16, it was recommended that the building leaders conduct regular walk-throughs. Additionally, according to teacher survey data (Question #11), 34.5% of staff believe that school leaders frequently visit our classrooms conducting informal walk-throughs. 41.4% (Question #12) of teachers believe they receive helpful instructional feedback and guidance from our school leaders.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June '19, 100% of teachers' classrooms will be visited at least 4 times. The purpose of the walk-throughs is to document information regarding classroom instruction. The intention is to see effective elements and NYS Next Generation standards-aligned instruction that includes look-fors that are aligned to the DTSDE rubric. The measure of the degree of change and practice will be an increase of 5% of staff (as per teacher survey data) believing that school leaders frequently visit their classrooms conducting informal walk-throughs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data from administrative walk-throughs, Formal teacher observation data, Teacher meeting attendance for sub-group meetings

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
9/1/2018	6/28/2019	Administrators will complete classroom walk-throughs to monitor instruction according to a predetermined schedule. Who: District and building leadership will utilize a walk-through template aligned to the DTSDE rubric for monitoring learning opportunities. Participants: Administrators. How often: During each marking period, building and district administrators will conduct at least 1 walk-through per classroom. Intended Impact: Quarterly analysis of walk-through data will be used to develop the staff's instructional capacity through collaboration, support, reciprocal dialogue and quality feedback so that high quality instruction exists throughout the school.
7/1/2018	9/30/2018	School and district leadership will collaborate to develop a walk-through document that fully aligns to the '16-17 state-led recommendations and building initiatives. Who: building administrators & building leadership team Intended Impact: This will ensure that the walk-through experience is focused on initiatives that are of paramount importance to the school community.
9/1/2018	9/30/2018	School leadership will share the mission statement with vested parties. Participants: Administrators, parents, students, teachers How often: During the September Open House, the mission statement will be shared with families, teachers and other vested parties. Intended Impact: The mission statement will be shared with vested parties to build understanding of the educational focus of the school.

9/1/2018	6/28/2019	Building Leadership Teams will evaluate the walk-through document 2x/year so that the document aligns with building needs. Who: Building leadership teams and building administrators How often: 2xs/year Intended Impact: This document will be reevaluated throughout the year to ensure that the focus aligns with building initiatives.
8/28/2018	8/30/2018	Building Leadership Teams will present '18-'19 SCEP plans to staff to build an understanding of the focus for the school year. Who: Building leadership teams & building administrators How often: during August building PDP days Intended Impact: This presentation will inform staff of the components of the building plan.
8/28/2018	6/28/2019	The building leadership team will continue to analyze and adjust sub-committee structure (aligned to SCEP tenets) to ensure that all vested stakeholders have a voice in the operations of Beecher school through participatory management. Groups will be added as needed as needs are identified. Who: building leadership teams, building administrators, teachers and other vested staff How often: Sub-committee membership will be established prior to 10/15/18. Ongoing adjustments to membership will be made as needed throughout the year. Groups will meet on a minimum of a quarterly basis (more meetings will occur as needed). Groups will be expected to report out at monthly leadership meetings. Intended Impact: This will empower vested parties to contribute to the overall culture of Beecher school through their involvement in participatory management structures.

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:	November 2-4, 2016
B2. DTSDE Review Type:	IIT Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	In completing the School and District Effectiveness (DTSDE) self-reflection document, it was determined that the school leader collaborate with the district administration to provide a comprehensive tier 2 instructional program that will develop our students' abilities to successfully read and write according to grade level standards. 2016-2017 ELA state assessment data indicates that 12% of students scored 3s or 4s. 2016-2017 math state assessment data indicates that 11% of students scored within the proficient range. The IIT state focus review in December '16 recommended that the school leader provide clear expectations for lesson planning. These plans need to include opportunities for all students to achieve grade level learning expectations by having access to scaffolded and differentiated learning opportunities. This instructional process will fully incorporate the voice of the student through a conferencing protocol that will empower students in providing feedback regarding the effectiveness of instruction.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, 90% of teachers will develop lesson plans that focus on the NYS learning standards while engaging students. Additionally, 90% of teachers will implement a comprehensive tier 2 instructional program that consistently supports students in developing their fluency and automaticity in reading on grade level. Student achievement will be measured by analysis of growth as per the NWEA assessment that is given three times per year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Tier 2 instructional programming data, Student growth based on NWEA assessments (fall to spring) & tier 2 reading data, Tier 2 math data, Teacher attendance at professional development, Lesson plan review

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
8/23/2018	6/28/2019	Teachers will receive professional development from district Data and Curriculum Coordinators and vendors for implementing the district-selected tier 2 reading program. Who: District and building leadership will be responsible for planning and implementing professional development. Participants: All teachers. How often: Teachers will engage in a 2 day training in August. Teacher collaboration will also occur between grade level colleagues and be facilitated by district Data and Curriculum Coordinators and administrators on a monthly basis during 3 hour data meetings. Intended Impact: The intended impact is to deliver a guaranteed and viable tier 2 reading curriculum that improves overall student achievement.
9/1/2018	6/28/2019	Teachers will participate in monthly data meetings in order to provide collaborative opportunities to analyze and create data-driven plans for instruction for all learners based on implementation of the Results Meeting Protocol. Who: District and building leadership will be responsible for scheduling meeting times and utilizing a systematic data protocol with their teachers. Vested parties will be encouraged to provide regular feedback regarding meeting components so that meeting structure is aligned to building needs. Participants: All teachers, Data and Curriculum Coordinators, RtI Point People, district and building administrators. How often: monthly. Intended Impact: Teachers will group and re-group students based on benchmark and progress monitoring data, as per the Results Meeting Protocol, to adjust instruction of tier 2 instructional interventions. Students will be able to increase reading proficiency.

9/1/2018	6/28/2019	Teachers will follow the ECSD Intermediate School Teacher Student Conference Protocol to continue a system that will empower students in analyzing and tracking their own academic data. Students will engage in goal setting and tracking of individual tier 2 intervention progress in relation to their reading proficiency. Who: All administrators and teachers will then engage in data-driven conversations with students. Participants: Students and teachers will engage in conversations to analyze student progress. How often: Teachers will engage in data conversations with students on a bi-monthly basis. Intended Impact: Students will develop goals to improve literacy proficiency. Personal ownership of these goals will empower them in tracking and developing their progress.
8/28/2018	9/1/2018	The building leadership team will review and update the '17-'18 Lesson Planning Template to ensure the document is relevant to school-wide initiatives. Who: Building leadership team How often: prior to 10/31/18 Intended Impact: The planning template will be reviewed and revised (as needed) so as to ensure that teacher planning aligns with school and district initiatives.
9/1/2018	6/28/2019	Teachers will utilize a Supplemental Lesson Planning Template to identify opportunities for students to engage in learning activities that are focused on designing instruction that includes differentiation and scaffolding opportunities for students so that they can access the learning. Who: Teachers and administrators How often: During monthly data meeting. Intended Impact: Students will engage in instruction that provides scaffolding and differentiation opportunities that empower them in achieving the learning goals for the instruction.
9/1/2018	6/28/2019	Building leadership will collaborate with district personnel to explore the availability of a tier 2 math intervention. Who: Building leadership, Grade level point people, District leadership, DCCs How often: '18-'19 school year Intended Impact: Students will engage in instruction that provides them with opportunities to build their foundational math skills so as to perform proficiently on grade-level math tasks.

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:	November 2-4, 2016
B2. DTSDE Review Type:	IIT Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Analysis of the NYS assessments indicated that 12% of the students at Beecher school are proficient in literacy and 11% of the students are proficient in math. Providing a structured multi-tiered instructional program in literacy and mathematics will empower students to achieve grade-level instruction. Additionally, students will be supported in their learning when the instruction that they are provided is differentiated and scaffolded to provide them with access to grade-level learning.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2019, 90% of teachers will provide instructional supports through scaffolding and differentiation to increase student engagement and achievement in meeting the diverse needs of students through an intellectually safe environment. Teachers will be provided with opportunities for collaboration, that will be facilitated by a Grade Level Point Person, to ensure the grade level collaboration is occurring to identify the best instructional strategies.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher attendance at professional development, Student growth based on NWEA assessments, Data from administrative walk-throughs

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	6/28/2019	Teachers will participate in monthly data meetings, facilitated by district Data and Curriculum Coordinators and district and school administrators, to analyze and create instructional scaffolds and differentiation opportunities for all learners. Opportunities will be provided for teachers to share "best practices." Who: District and building leadership and Data and Curriculum Coordinators will provide teachers with opportunities and resources to design and develop scaffolds and differentiation strategies that align with the NYS learning modules. Participants: All teachers. How often: monthly. Intended Impact: Teachers will collaborate to develop instructional scaffolds that align to the lesson plans from the NYS modules.
9/1/2018	6/28/2019	Each grade level will continue to utilize a Grade Level Point Person that will be the facilitator of the data meeting process. This individual will collaborate with district personnel to turn-key district information. Who: District and building leadership and Data and Curriculum Coordinators will provide teachers with opportunities and resources to design and develop scaffolds and differentiation strategies that align with the NYS learning modules. Participants: All teachers. How often: monthly. Intended Impact: Teachers will collaborate to develop instructional scaffolds that align to the lesson plans from the NYS modules.
9/1/2018	10/1/2018	The building leadership team will explore the possibility of conducting learning walks. Who: building leadership team How often: Prior to 10/1/18. Intended Impact: This will provide teachers with an opportunity to see best practices in action and observe the successful techniques of their colleagues.

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:	November 2-4, 2016
B2. DTSDE Review Type:	IIT Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	According to the November '16 IIT NYS review, the recommendation was made for teachers to fully implement the character education (Second Step) program with fidelity and enhance implementation of school-wide behavioral supports (PBIS). This work will continue during the '18-'19 school year. Based on the spring '18 School Performance Scan, 18.5% (Question #69) of survey results indicate that staff believes that student behavior does not interfere with instruction. As of 5.14.18, analysis of the discipline data for the '17-'18 school year indicates that Beecher had 23 suspensions and 185 discipline referrals. This indicates a need for implementing activities related to school culture and social-emotional health.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June '19, the PBIS (Positive Behavioral Interventions and Supports) team will meet monthly to analyze behavioral data to generate patterns and trends that can be used to develop action plans to improve classroom environments. By June '19, 100% of teachers and related community organizations will be involved in full implementation of the character education program for 30 minutes/week. This will be measured by a 2% decrease in suspensions and discipline referrals.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student discipline referrals, Teacher/student surveys, Data from administrative walk-throughs, Analysis of the building-wide system for positive behavior recognition

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/23/2018	100% of teachers will continue to participate in a monthly implementation of Growth Mindset activities while additionally focusing on the elements of Restorative Justice that align to an intermediate school calendar. Who: Administrators and Data and Curriculum Coordinators will provide monthly training to students and staff regarding identified areas of growth mindset. How often: monthly Intended Impact: This information will be used to ensure that students receive the support they need to be successful socially and emotionally to utilize their skills.
9/1/17	6/28/2019	The administrative system for bi-monthly analysis of student discipline data and agency referrals will occur by SCEP/PBIS/leadership/BPT teams or other designees to develop corresponding intervention plans. Who: leadership team How often: bi-monthly Intended Impact: The school leader's vision is to utilize this process to positively impact student performance by removing barriers to student learning.
11/1/2017	6/23/2018	Classroom teachers will teach the Second Step character development program for 30 minutes/week with the assistance of representatives from Trinity. Who: classroom teachers & Trinity representatives How often: 30 minutes/week Intended Impact: The impact of these experiences is to empower students in managing their social/emotional behaviors and utilize their skills to positively respond to their learning environment.

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:	November 2-4, 2016
B2. DTSDE Review Type:	IIT Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	16-'17 ELA state assessment data indicates that 12% of students scored 3s or 4s. Additionally, data from the School Performance scan indicates that 50% (Question #84) of surveyed individuals believe they are able to help families set high expectations for their children. 59.3% (Question #99) of teachers believe that the school's family/school connection has resulted in student gains. This information will be used to establish multiple venues for communication that will provide opportunities for reciprocal communication between the school and the families.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During the '18-'19 school year, 100% of administrators and staff will provide opportunities (that align with parent feedback in the '18 Parent/Family Needs assessment) for families to engage in building a reciprocal relationship in supporting student success (town meetings, Parent Academies, etc.). During the '17-'18 school year, 50% of families will attend a parent/teacher conference. 80% of teachers will utilize an electronic communication system to enhance reciprocal communication with families.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent attendance at workshops, Parent attendance at school events

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	6/28/2019	Data and Curriculum Coordinators, administrators, teachers and students will present monthly to parents and families in town meetings, along with building administrators, regarding the relevant topics related to the Parent/Family Needs assessment that was given in January '17. These presentations will align with the '17-18 ECSD Parent Academy Model. Who: Data and Curriculum Coordinators, administrators, teachers, community members, and students. How often: monthly Intended Impact: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.
9/1/2018	6/28/2019	School leaders will collaborate with teachers to develop a Family Invitational. Who: Teachers, Data and Curriculum Coordinators, and administrators How often: 2x/year Intended Impact: A plan will be generated to provide a Family Invitational that will allow families to visit classrooms to understand NYS module instruction and other learning opportunities in school.
9/1/2018	10/15/2018	The leadership team will provide a presentation on the use of electronic notification systems (i.e. DOJO). Who: leadership team and families How often: open house Intended Impact: Use of this platform will expand opportunities for reciprocal communication.
9/1/2018	6/28/2019	The school counselor will continue to communicate events to the district media representative. Who: school counselor, district media representative How often: as events occur Intended Impact: This will ensure that district media resources include Beecher events.

8/28/2018	9/4/2018	The leadership team will provide a presentation on the use of electronic notification systems (i.e. DOJO). Who: leadership team and teachers How often: August professional development days Intended Impact: Use of this platform will expand opportunities for reciprocal communication.