

<b>LEA Name:</b>	Elmira City School District
<b>LEA BEDS Code:</b>	070600010016
<b>School Name:</b>	T.K. Beecher Elementary School

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2017-2018 School Comprehensive Education Plan (SCEP)

<b>Contact Name</b>	Michael J. Lanning	<b>Title</b>	Principal
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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 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.**

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
Superintendent		Hillary Austin	6/20/2017
President, B.O.E. / Chancellor or Chancellor's Designee		Sara Lattin	6/20/2017

## 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 18, 2017	Booth		
May 25, 2017	Booth		
May 31, 2017	Beecher		
June 6, 2017	Beecher		

Name	Title / Organization	Signature
Michael Lanning	Principal	
Marc Vesce	Assistant Principal	
Sonja Jennings	School Counselor	
Maureen Barr	Reading Specialist	
Louise O’Connor	4th grade teacher	
Andrew Hughes	4th grade teacher	
Kathy Love	5th grade teacher	
Amy Parmenter	6th grade teacher	
Jeremy Sager	Special Educator	
Jessica Talada	Data & Curriculum Coordinator	
Keary Miller	Data & Curriculum Coordinator	
Laurie Roberti	3rd grade teacher	
Rebecca Taylor	3rd grade teacher	

### School Information Sheet

School Information Sheet							
Grade Configuration	3-6	Total Student Enrollment	392	% Title I Population	100%	% Attendance Rate	93%
% of Students Eligible for Free Lunch	75%	% of Students Eligible for Reduced-Price	1%	% of Limited English Proficient Students	0.20%	% of Students with Disabilities	13%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	18%	% Hispanic or Latino	3%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	60%	% Multi-Racial	18%

School Personnel							
Years Principal Assigned to School	13	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance)	0%	% of Teachers Teaching Out of Certification Area	0%	% Teaching with Fewer than 3 Years of Experience	19.00%	Average # of Teacher Absences	8

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	yes	SIG 1003(a) Recipient	yes	SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	14%	Math Performance at Level 3 and Level 4	17%	Science Performance at Level 3 and Level 4	69%	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	x	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White	x	Multi-Racial
x	Students with Disabilities		Limited English Proficient
x	Economically Disadvantaged		All Students

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

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
x	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 checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input 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 |
| <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).

During the '16-'17 school year, the Elmira City School District implemented a systematic tier 2 instructional program to build student literacy rates. This program allows students to receive instruction that is specifically tailored to their instructional needs in literacy.

- 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.

After the NYSED review, the recommendation was made to adjust the Professional development calendar for the '16-'17 school year. This adjustment afforded Beecher staff the opportunity to work together to implement the recommended changes from the NYSED review. Additionally, the increased implementation of a school-wide character education program has been put in place to support students in making positive behavior decisions.

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

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

The school leader is continuing to focus and work on the recommendations from the NYS review. These activities include: Informal classroom walk-through protocol for sharing data for planning; Tier II instructional system for literacy; differentiation and scaffolding instruction to provide access to CCLS learning opportunities for all learners; Continued implementation of Character Education Plan; Increasing involvement of community stakeholders to engage families and community members.

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

Tier II literacy instruction to systematically build student literacy proficiency based on uniform progress monitoring protocol.

- 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.

Beecher school is committed to having each student read on grade level. Students will be provided with appropriate Tier II learning opportunities that will support their growth. This will enable students to overcome challenges in order to be College and Career Ready.

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

The overall achievement target is to increase student performance on NYS ELA and Math assessments. The percentage considered at or above grade level will increase by 3%.

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

Schools will additionally develop schedules that will allow grade levels to provide Tier II instruction at a consistent time. This will allow building support (i.e. reading teachers, co-teachers, aides, etc.) to support students in a streamlined manner.

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

The mobility rate of our students is a constant barrier. Continuing the work related to establishing and maintaining a consistent curricular approach in our intermediate buildings will ensure that students are provided with consistent learning opportunities.

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

Grade-level data meetings will occur on a monthly basis to provide opportunities for planning for data driven instruction (specifically related to Tier II instruction). Monthly professional development experiences will be provided related to SCEP topics. Student discipline data is regularly reviewed by grade level teams during data meeting. Informal walk-through data will be shared during these meetings to inform building practices.

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

Principals will co-facilitate monthly data meetings in order to engage in dialogue to support teaching and learning with all instructional staff. School leaders organize monthly town meetings to engage families in an ongoing dialogue regarding the ways that they can support academic and behavioral success. Additionally, schools will continue to utilize a variety of methods to inform parents and community stakeholders of school events and procedures (i.e. public service announcements, auto-dialer, social media venues, website, newsletters, parent portal, parent resource guide, etc. ).

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

The plan will be made available to the public through the district/building 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.



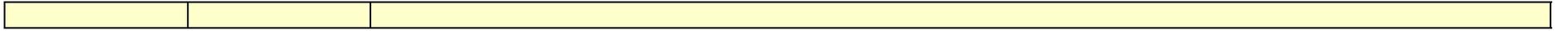
## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 2-4, 2016
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team State Led review

<b>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.</b>	According to the IIT state focus review in November '16, it was recommended that the the school create a mission statement that will be promoted throughout the next school year. Additionally, according to teacher survey data (Question #11), 53.8% of staff believe that school leaders frequently visit our classrooms conducting informal walk-throughs. 60.7% (Question #12) of teachers believe they receive helpful instructional feedback and guidance from our school leaders.
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<b>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.</b>	By June '18, the school mission statement will be revisited throughout the school year so that all stakeholders can build an understanding of the statement. By June '18, 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.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teacher Attendance at Professional Development Data from administrative walk-throughs Formal teacher observation data

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/21/2018	Administrators will complete classroom walk-throughs to monitor instruction according to a predetermined schedule. <b>Who:</b> District and building leadership will utilize a walk-through template aligned to the DTSDE rubric for monitoring learning opportunities. <b>Participants:</b> Administrators. <b>How often:</b> During each marking period, building and district administrators will conduct at least 1 walk-through per classroom. <b>Intended Impact:</b> Quarterly analysis of walk-through data will be the 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.
7/1/2017	9/30/2017	School and district leadership will collaborate to develop a walk-through document that fully aligns to the '16-17 state-led recommendations.
9/1/2017	9/30/2017	School leadership will share the mission statement with vested parties. Participants: Administrators, parents, students, teachers How often: During September, 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.
9/1/2017	6/21/2018	Building Leadership Teams will evaluate the walk-through document 2x/year so that the document aligns with building needs.
8/30/2017	8/31/2017	Building Leadership Teams will present '17-'18 SCEP plans to staff to build an understanding of the focus for the school year.



### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>		<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 2-4, 2016	
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team State Led review	
<b>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.</b>	According to the IIT state focus review in November '16, it was recommended that the school leader provide clear expectations for lesson planning. The lesson plans should include NYS learning standards while ensuring students are engaged by the instruction. Data indicates the school clearly needs a comprehensive tier 2 instructional program that will develop our students' abilities to increase the percentage of students reading and writing on grade level. 2015-'16 ELA state assessment data indicates that 13.8% of students scored 3s or 4s.	
<b>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.</b>	By June 2018, 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.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low-Income Students Teacher Attendance at Professional Development Student Growth based on NWEA assessments (fall to spring) Data from administrative walk-throughs	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/24/2017	6/21/2018	Teachers will receive professional development from district Data and Curriculum Coordinators and vendors for implementing the district-selected tier 2 reading program. <b>Who:</b> District and building leadership will be responsible for planning and implementing professional development. <b>Participants:</b> All teachers. <b>How often:</b> Teachers will engage in a 4 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. <b>Intended Impact:</b> The intended impact is to deliver a guaranteed and viable tier 2 reading curriculum that improves overall student achievement.
9/1/2017	6/21/2018	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. <b>Who:</b> District and building leadership will be responsible for scheduling meeting times and utilizing a systematic data protocol with their teachers. <b>Participants:</b> All teachers, Data and Curriculum Coordinators, RtI Point People, district and building administrators. <b>How often:</b> monthly. <b>Intended Impact:</b> Teachers will group and re-group students based on benchmark and progress monitoring data, as per the Results Meeting Protocol, to adjust instruction tier 2 instructional interventions. Students will be able to increase reading proficiency.

9/1/2017	6/21/2018	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. <b>Who:</b> All administrators and teachers will then engage in data-driven conversations with students. <b>Participants:</b> Students and teachers will engage in conversations to analyze student progress. <b>How often:</b> Teachers will engage in data conversations with students on a bi-monthly basis. <b>Intended Impact:</b> Students will develop goals to improve literacy proficiency. Personal ownership of these goals will empower them in tracking and developing their progress.
9/1/2017	6/21/2018	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. <b>Who:</b> Teachers and administrators <b>How often:</b> During monthly data meeting. <b>Intended Impact:</b> Students will engage in instruction that provides scaffolding and differentiation opportunities that empower them in achieving the learning goals for the instruction.

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 2-4, 2016
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team State Led review

<b>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.</b>	According to the November '16 IIT NYS review, the recommendation was made that school administrators will visit classrooms on a weekly basis to ensure that lesson plans are promoting engagement and being implemented with fidelity. Based on limited student proficiency as indicated by New York State assessment data, teachers need to support student learning through differentiation and instructional scaffolds that equalize all student access to grade-level learning experiences. New York State assessment data indicates that less than 20% of all students are achieving proficiency on the annual ELA assessment.
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<b>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.</b>	By June 2018, 80% 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. Data from walk-throughs and formal teacher observations will indicate that teachers are providing instructional supports.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teacher Attendance at Professional Development Student Growth based on NWEA assessments (fall to spring) Data from administrative walk-throughs

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/21/2018	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. <b>Who:</b> 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. <b>Participants:</b> All teachers. <b>How often:</b> monthly. <b>Intended Impact:</b> Teachers will collaborate to develop instructional scaffolds that align to the lesson plans from the NYS modules.
9/1/2017	6/21/2018	Each grade level will designate a RtI Point Person that will be the facilitator of the data meeting process. This individual will collaborate with district personnel to turn-key district information. <b>Who:</b> 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. <b>Participants:</b> All teachers. <b>How often:</b> monthly. <b>Intended Impact:</b> Teachers will collaborate to develop instructional scaffolds that align to the lesson plans from the NYS modules.
9/1/2017	6/21/2018	Administrators will visit classrooms on a weekly basis. Feedback will be provided within 2 days of each classroom visit. <b>Who:</b> Building administrators <b>Participants:</b> Building administrators <b>How often:</b> weekly <b>Intended Impact:</b> Teachers will be provided with regular feedback regarding classroom instruction.


## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>		<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 2-4, 2016	
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team State Led review	
<b>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.</b>	According to the November '16 IIT NYS review, the recommendation was made for teachers to fully implement the character education program with fidelity. Based on the spring '17 School Performance Scan, 27.6% (Question #69) of survey results indicate that staff believes that student behavior does not interfere with instruction. As of 5.19.17, analysis of the discipline data for the '16-'17 school year indicates that Beecher had 84 suspensions and 111 discipline referrals. This indicates a need for implementing activities related to school culture and social-emotional health.	
<b>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.</b>	By June 2018, 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.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Average Daily Attendance Student Discipline Referrals Formal Teacher observation data	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
10/1/2017	6/23/2018	Students will complete the PLC survey aligned to the DTSDE rubric highlighting their perceptions regarding social/emotional development health and areas of needs. Administrators will coordinate the delivery of the survey. This survey will be completed during the spring of the '17-'18 school year. The school's strategic use of social/emotional data ensures that students receive the support they need to be successful socially, to develop social/emotional learning skills and to remove barriers to learning.
9/1/2017	6/23/2018	100% of teachers will participate in a monthly implementation of Growth Mindset activities that align to an intermediate school calendar outlining the elements of growth mindset. Administrators and Data and Curriculum Coordinators will provide monthly training to students and staff regarding identified areas of growth mindset. 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	6/23/18	Students in grade 6 will attend a tour of the Cornell campus to enhance their understanding of a college environment and positively influence their impressions of becoming a college-bound student. These experiences will be facilitated by representatives from Cornell University, district administrators and classroom teachers. It will happen one time during the school year. This experience will empower students in developing an appreciation for the importance of working hard in school to become eligible for college entrance.
9/1/17	6/23/2018	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. 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. 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

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 2-4, 2016
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team State Led review

<b>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.</b>	15-'16 ELA state assessment data indicates that 13.8% of students scored 3s or 4s. Additionally, data from the School Performance scan indicates that 72.4% (Question #84) of surveyed individuals believe they are able to help families set high expectations for their children. 65.5% (Question #99) of teachers believe that the school's family/school connection has resulted in student gains. According to the November '16 IIT NYS review, the recommendation was to conduct a Parent/Family Needs assessment. This information will be used as a foundation for communicating with families in an effective manner.
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<b>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.</b>	During the '17-'18 school year, 100% of administrators and staff will provide opportunities (that align with parent feedback in the '17 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.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Attendance at Workshops Parent Participation in District/School Surveys Student surveys

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	6/21/2018	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. <b>Who:</b> Data and Curriculum Coordinators, administrators, teachers, community members, and students. <b>How often:</b> monthly <b>Intended Impact:</b> The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.
9/1/2017	6/21/2018	Parents will be provided with opportunities, as per the ECSD Intermediate Parent-Teacher Conference request form, to identify two preferred topics for discussion that they would like to explore during parent/teacher conferences. <b>Who:</b> Parents and teachers <b>How often:</b> 2x/year <b>Intended Impact:</b> Parents will be provided with opportunities to identify areas of discussion that are important to their family and their child.
9/1/2017	6/21/2018	School leaders will collaborate with teachers to develop a Family Invitational. <b>Who:</b> Teachers, Data and Curriculum Coordinators, and administrators <b>How often:</b> 2x/year <b>Intended Impact:</b> 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.
9/1/2017	6/21/2018	School administration and teachers will canvas families and other vested parties using the Needs Assessment during the Open House experience. <b>Who:</b> Parents, teachers & administrators <b>How often:</b> 1 time at Open House <b>Intended Impact:</b> Parents will be provided with opportunities to share information regarding their preferences for increasing parent engagement.
