

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010013
School Name:	Parley Coburn Elementary

**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 3, 2018	Coburn		
May 7, 2018	Coburn		
May 14, 2018	Coburn		
May 22, 1018	Coburn		
May 24, 2018	Coburn		

Name	Title / Organization	Signature
Jason Johnston	Principal	
Joe Brucie	Assistant Principal	
Kristi Morrell	Teacher	
Paula Harckett	Teacher	
Josh Teeter	Teacher	
Terri Richer	Teacher	
Meg Townsend	Teacher	
Karen Fargo	Teacher	
Stacy Perkins	Teacher	
Jessica Talada	Data and Curriculum Coordinator	
Keary Miller	Data and Curriculum Coordinator	

## 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).**

The social-emotional program that includes Yoga and Mindfulness training for students and families has had the most positive impact. Student behavior has been positively impacted. During the '17-'18 school year (as of 5.16.18), there have only been 59 discipline referrals.

- **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.**

The mid-course correction that was added to the '17-'18 plan included 30 minutes of yoga instruction each quarter for each classroom.

**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. Increasing Yoga and mindfulness instruction 3. increasing reciprocal communication with families.

- **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. Students' abilities to self-regulate their behavior 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**

Coburn elementary school remains committed to ensuring that all students read on or above grade level. Additionally, the focus on continuing to build student self-regulation skills during the '18-'19 school year will ensure that each student is able to maximize their benefit from instruction.

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

Parley Coburn elementary will track achievement by engaging in ongoing analysis of student performance as per the New York State assessment results and the NWEA MAP test benchmark results.

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

School structures that drive strategic implementation include: 1. Development of master schedule that allows for strategic tier 2 support 2. Leadership team focus on creating a document to increase reciprocal communication between teachers, parents, and after-school program representatives 3. Walk-through document to ensure a focus on building initiatives 4. Continued use of mindfulness and discipline combined with PBIS structures to enhance student behaviors

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

Anticipated barriers with a potential resolution include: 1. Students lack readiness for grade-level instruction - Coburn Elementary School will continue to provide tier 2 instruction to ensure that students develop foundational skills that align with the rigor of grade-level instruction. 2. Limited reciprocal communication with families - Coburn Elementary School will create a template that can be utilized to provide a structure for reciprocal communication

**• 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 will increase use of electronic and paper communication. Additionally, the school leadership team will create a template that can be utilized by families, teachers and after-school providers to enhance reciprocal communication.

**• 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

<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>	December 6, 2016-December 8, 2016
<b>B2. DTSDE Review Type:</b>	IIT Review

<b>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.</b>	Based on the NYS reviewer's feedback, it was recommended that teachers should receive actionable feedback that is designed to help teachers improve their lesson planning and instruction. This individualized feedback should focus on providing teachers with feedback regarding their high levels of engagement, use of higher-order questioning, and use of differentiated tasks. According to spring '18 teacher survey data (Question #11), 85.7% of staff believe that school leaders frequently visit our classrooms conducting informal walk-throughs. 85.7% (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 Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June '19, 100% of teachers' classrooms will be visited at least 4 times. The purpose of the walk-throughs is to continue to monitor classroom instruction. The intention is to see effective elements and CCLS instruction that include 10 look-fors that are aligned to the DTSDE rubric. Actionable, written and verbal feedback will be provided in a timely manner (1-2 days). This feedback will promote teachers in making instructional adjustments that positively impact student achievement. The measure of the degree of change and practice will be an increase of 5% of staff 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>	Data from administrative walk-throughs, Formal teacher observation data, Student discipline 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. 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	School leaders will work with the district administration and their leadership team to establish a yoga and mindfulness program that is designed to help students develop their self-regulation skills. <b>Who:</b> District & building leadership, Building Leadership team <b>How often:</b> Each classroom will receive 30 minutes of yoga instruction. The planning room will utilize mindfulness resources and techniques. The Arts in Education funding will be utilized to secure an artist in residence that is focused on utilizing yoga for promoting mindfulness. <b>Intended Impact:</b> Student discipline data will be analyzed on a monthly basis to determine the effectiveness of this programming on in providing student behavior.
9/1/2018	10/1/2018	School leaders will work with the school counselor to identify high risk students (as per behavioral referrals) that would benefit from interactions with a personal mentor. <b>Who:</b> Building administration, School Counselor, Teachers & other staff members <b>How often:</b> During a September faculty meeting, students will be linked with a teacher/staff member. <b>Intended Impact:</b> Student discipline data for identified students will be analyzed on a monthly basis to determine the effectiveness of this mentoring program on improving student behavior.

9/1/2018	6/28/2019	Identified teacher mentors will connect with high-risk students on a daily to a weekly check-in cycle to discuss ways to empower their success. <b>Who:</b> Building administration, School Counselor, Teachers & other staff members <b>How often:</b> Daily to weekly check-ins that would vary according to student need. <b>Intended Impact:</b> Students will be empowered to contribute positively to their school community through the interactions that they have with their mentor.
9/1/2018	6/28/2019	Coburn school will continue to utilize a school-wide recognition system that focuses on kindness between school members (i.e. student to student, student to teacher, teacher to teacher, administrator to student, etc.) <b>Who:</b> all members of Coburn staff <b>How often:</b> The school counselor will conduct a monthly analysis of students that are nominated. <b>Intended Impact:</b> School-wide trends will be analyzed to target counselor resources.
9/1/2018	6/28/2019	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.
7/1/2018	9/30/2017	Building Leadership Teams will evaluate the walk-through document 2x/year so that the document aligns with building needs. <b>Who:</b> Building Leadership Team <b>How often:</b> 2x/year <b>Intended Impact:</b> The walk-through document will be evaluated to ensure the effectiveness of the document.
9/1/2018	6/28/2019	Building Leadership Teams will present '18-'19 SCEP plans to staff to build an understanding of the focus for the school year. <b>Who:</b> Building leadership team <b>How often:</b> September conference day <b>Intended Impact:</b> This presentation will allow the building leadership team to share the plans with the staff so that it can provide the foundation for the professional development throughout the year.
8/28/2018	8/30/2018	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>	December 6, 2016-December 8, 2016
<b>B2. DTSDE Review Type:</b>	IIT Review

<b>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.</b>	According to the IIT state focus review in December '16, it was recommended that the school leader provide clear expectations for lesson planning. The lesson plans should include NYS learning standards while including higher order questions and differentiated tasks. This will help to ensure that there is consistency in planning across grade levels. Additionally, state assessment data indicates the school clearly needs a comprehensive instructional program that will develop our students' abilities to increase the percentage of students possessing grade level skills in math and literacy. 2016-2017 ELA state assessment data indicates that 17% of students scored within the proficient range. 2016-2017 mathematics state assessment data indicates that 23% of students scored within the proficient range.
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<b>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.</b>	By June 2018, 90% of teachers will implement through continued planning a comprehensive tier 2 instructional program that consistently supports students in developing skills to align to grade-level expectations in reading and math. 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>	Teacher attendance at professional development, Student growth based on NWEA assessments, Tier 2 instructional 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. 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
8/23/2028	6/28/2019	Implementation of a consistent tier 2 literacy program will occur in grades 3-6. Teachers will receive professional development from district Data and Curriculum Coordinators and vendors for thorough curricular planning to implement 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 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 and specially designed trainings. <b>Intended Impact:</b> The intended impact is to deliver a guaranteed and viable tier 2 reading curriculum that improves overall student achievement.
8/23/2028	6/28/2019	Coburn school will implement a multi-tiered approach to math instruction using district-approved resources. <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> 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 and specially designed trainings. <b>Intended Impact:</b> The intended impact is to deliver a guaranteed and viable a multi-tiered math curriculum that improves overall student achievement.



## 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>	December 6, 2016-December 8, 2016
<b>B2. DTSDE Review Type:</b>	IIT Review

<b>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.</b>	Analysis of the NYS assessments indicates that 17% of the students at Parley Coburn are proficient in literacy and 23% 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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<b>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.</b>	By June 2019, 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. Teachers will be provided with opportunities for collaboration, that will be facilitated by an RtI Point Person, to ensure the grade level collaboration is occurring to identify the best strategies possible.
<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 and tier 2 reading intervention data, 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. 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	6/24/2019	Teachers will participate in monthly professional development opportunities that focus on building student engagement. <b>Who:</b> Principals, Data and Curriculum Coordinators and teachers <b>How often:</b> monthly. <b>Intended Impact:</b> Teachers will be provided with strategies and instructional techniques that will heighten student engagement and maximize the impact of instruction.
9/1/2018	6/24/2019	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 that engage 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. Instruction will be designed in a way that engages all learners throughout the entire lesson. <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.
9/1/2018	6/24/2019	Each grade level will 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. <b>Who:</b> District and building leadership and Data and Curriculum Coordinators will provide teachers with opportunities and resources to provide scaffolded and differentiated instruction that aligns 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	6/24/2018	<p>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.</p>

**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>	December 6, 2016-December 8, 2016
<b>B2. DTSDE Review Type:</b>	IIT Review

<b>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.</b>	Based on the spring '18 School Performance Scan, 78.6% (Question #63) of survey results indicate that staff believes that as a school we proactively reach out to students that may be having difficulties socially, emotionally and academically. 50.0% (Question #72) of staff believe that the student services team (guidance, social works, psychologists) provide key supports to the students.
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<b>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.</b>	By June 2019, 90% 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 5% increase in the survey results regarding staff beliefs that community agencies and partnerships are supporting students and families. Additionally, the school-wide implementation of yoga and mindfulness practices will result in a 2% decrease in suspensions and referrals due to the students' increased ability to use self-regulation strategies.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teacher/Student Surveys, Student Discipline Referrals

<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. 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	6/24/2019	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. <b>Who:</b> PBIS team <b>How often:</b> bi-monthly <b>Intended Impact:</b> The school leader's vision is to utilize this process to positively impact student performance by removing barriers to student learning.
9/1/18	6/24/2019	Classroom teachers will teach the Second Step character development program for 30 minutes/week. <b>Who:</b> Classroom teachers & Community Agency representatives (Trinity of Chemung County) <b>How often:</b> 30 minutes/week <b>Intended Impact:</b> 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.
9/1/2018	6/24/2018	Students will engage in mindful meditation using yoga activities. These experiences will enhance student abilities to self-manage their behavior. <b>How often:</b> 30 minute weekly sessions. Additionally, higher maintenance students will receive an additional 30 minutes/week in a small group setting. <b>Intended Impact:</b> The intended impact is for students to develop and cultivate their self-regulation abilities and de-escalation techniques so as to manage their behavior in an appropriate manner.

9/1/2018	11/1/2018	The leadership team will develop a communication template that will be utilized to ensure reciprocal communication between the teacher, the families, and the after-school provider (Arcade). <b>Who:</b> Leadership team, classroom teachers, after-school providers <b>How Often:</b> The building leadership team will create a template and protocol for communication that they will share with staff by November 1st. This work will occur during the August work days and the Leadership Team meetings in September and October. <b>Intended Impact:</b> This template will ensure communication between all vested parties. This will promote continuity in the academic support that is provided by all vested parties.

## 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>	December 6, 2016-December 8, 2016
<b>B2. DTSDE Review Type:</b>	IIT Review

<b>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.</b>	16-'17 ELA state assessment data indicates that 17% of students scored 3s or 4s. Additionally, data from the School Performance scan indicates that 64.3% (Question #84) of surveyed individuals believe they are able to help families set high expectations for their children. 53.8% (Question #85) believe that the school helps families prepare students for life challenges. According to the December '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. This information will also be utilized to find ways to enhance the home-school connections.
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<b>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.</b>	During the '18-'19 school year, 100% of administrators and staff will provide opportunities for families to engage in building a reciprocal relationship in supporting student success (i.e. town meetings, Parent Academies, etc.). During the '18-'19 school year, 50% of families will attend a parent/teachers conference.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teacher/student surveys, Parent attendance at workshops, Parent attendance at school events

<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. 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	6/24/2019	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. <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.
9/1/2018	6/24/2019	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.
9/1/2018	6/24/2019	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.

9/1/2018	6/24/2019	School administration and teachers will collaborate with a community agency (NAACP) to provide parent seminars. These experiences will provide parents with the ways that they can support their children. Parents will also be canvassed to provide feedback regarding the ways to enhance the reciprocal relationship between the school and the families. This information will be used to enhance communication between the two parties. <b>Who:</b> School administration, teachers, NAACP members, community members, parents <b>How often:</b> quarterly <b>Intended Impact:</b> This program will improve the reciprocal relationship between the school community and the parents.
9/1/2018	11/1/2018	The building leadership team will create a template for communication between families, teachers and the after school care provider (Arcade). Additionally, they will secure the feedback of the staff in finalizing the document. <b>Who:</b> Building Leadership Team <b>How often:</b> Document will be completed during monthly leadership team meetings <b>Intended Impact:</b> This document will ensure a systematic approach to communication between families, the school and after school care givers. This will promote students to higher achievement in academics.
9/1/2018	6/28/2019	Teachers will continue the implementation of a technology based communication system. This system will be utilized on a weekly basis for reciprocal communication with parents. <b>Who:</b> Teachers and administrators <b>How often:</b> weekly <b>Intended Impact:</b> This tool will facilitate more regular reciprocal communication between families and the school environment.