LEA Name:	Elmira City School District
LEA BEDS Code:	070600010006
School Name:	Diven Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Pamela Davis-Webb	Title	Principal
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Website for Published Plan	www.elmiracityschools.com		

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

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

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Statement of Assurances

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

| x | 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. |

| x | 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. |

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

| x | 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) . |

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

| x | 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)
March 6, 2017	Diven Elementary School		
April 24, 2017	Diven Elementary School		
May 8, 2017	Diven Elementary School		
June 5, 2017	Diven Elementary School		

Name	Title / Organization	Signature
Melissa Church	Kindergarten Teacher, Diven Elementary School	
Pam Davis-Webb	Principal, Diven Elementary School	
Carrie DeLeone	Second Grade Teacher, Diven Elementary School	
Brittany George	Special Education Teacher, Diven Elementary School	
Sharon Knuth	Parent and Community Member, Diven Elementary School	
Jo Legare	Assistant Principal, Diven Elementary School	
Brenda Moshier	First Grade Teacher, Diven Elementary School	
Michele Van Curen	Parent and Community Member, Diven Elementary School	
Nicole West	Pre-Kindergarten Teacher, Diven Elementary School	
Elizabeth Winsor	Kindergarten Teacher, Diven Elementary School	

School Information Sheet

School Information Sheet							
Grade Configuration	PK-2	Total Student Enrollment	420	% Title I Population	100%	% Attendance Rate	92%
% of Students Eligible for Free Lunch	67.00%	% of Students Eligible for Reduced-Price	0.00%	% of Limited English Proficient Students	1.00%	% of Students with Disabilities	14%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	13.00%	% Hispanic or Latino	2.00%	% Asian, Native Hawaiian / Other Pacific Islander	1.00%	% White	72.00%	% Multi-Racial	13.00%

School Personnel							
Years Principal Assigned to School	9	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	0
% of Teachers with **NO** Valid Teaching Certificate (Out of Compliance)	0%	% of Teachers Teaching Out of Certification Area	0%	% Teaching with Fewer than 3 Years of Experience	10%	Average # of Teacher Absences	8

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

School Information Sheet

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

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

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

	Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective
	Limited English Proficient

SCEP Plan Overview

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

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

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

	Limited Degree (Fewer than 20% of goals were achieved.)
	Partial Degree (Fewer than 50% of goals were achieved.)
X	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.)
x	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.)
x	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.)
x	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.)
x	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
x	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 most significant outcome of the 2016-17 SCEP implementation was the articulation and implementation of a common core primary program across all four primary buildings in the Elmira City School District. A guaranteed, viable curriculum ensures that all students are given the same opportunity to learn and access to the same content, knowledge and skills in each classroom. We are also committed to providing each student an effective or highly effective teacher through work as a professional learning community to bring clarity, coherence and precision to our classrooms and learning system.

• 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.

We found it difficult to consistently develop common comprehension strategy lessons in classrooms during GRAIR due to the large continuum of learning needs and instructional reading levels represented within classrooms. As a result, a "Walk to GRAIR" model is planned for 2017-2018 implementation to more effectively support struggling, achieving and excelling readers in a more focused strategic, small group setting.

In developing the CURRENT YEAR'S plan:

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

The implementation of an expanded systematic, cohesive ELA curriculum that supports each learner in attaining benchmark levels and engages families in a home-school partnership to support individualized learning pathways to success.

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

The identified needs targeted for improvement are: aligned and integrated ELA curriculum and instructional delivery to promote systematic skill development/increased reading volume and an increase in families engagement in children's success.

• 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.

~ Our Vision ~

Diven is a joyful community of scholars.

We encourage and support each other to achieve excellence

while learning and growing to make our world a better place.

We Believe:

We believe that student head and heart learning is our "why".

We believe that all students are learners and everyone can grow with purposeful and individualized strategic instruction over time.

We believe that collaboration leads to better teaching, better student learning and better outcomes for every learner.

We believe we are stronger and smarter together.

We believe that every scholar should experience a consistent, high quality learning system.

We believe that open and respectful dialogue is critical to mutual trust and success.

We believe that success comes from hard work and perseverance.

We believe a growth mindset helps us embrace change with enthusiasm, energy and effort.

We Believe that everyone does the best they can in the moment they are doing it. We learn and grow from our daily experiences.

The actions outlined in our SCEP plan are in total alignment with the vision and beliefs of our school community.

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

In addition to high quality tier I instruction, the identified subgroup will be provided with tier II and III reading and special education support aligned with the CKLA philosophy and framework.

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

The school structures of collaboration through professional learning teams, implementation of CKLA curriculum (with fidelity), PBIS, RtI/AIS, professional development and leadership team planning and support will drive the strategic implementation of the mission/guiding principles.

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

High rates of student mobility create learning disruptions throughout the year for individual students and classrooms. Multiple family moves can result in learning gaps without common district-wide instructional practices and pacing. The common guaranteed viable curriculum and common pacing guides have been refined for use in all primary buildings and will be monitored during walkthroughs to minimize instructional content and pacing variations between classrooms/schools.

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

Teachers will meet in building and district professional learning teams throughout the year to deepen their understanding of content and of student needs, plan instruction and assess the impact of their instruction.

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

School leaders will strengthen their relationships with school staff and the community by actively and visibly working on the work with all stakeholders. Family/community events, newsletters, auto dialer, postings on the district website/facebook page will all be utilized to highlight the schools focus and accomplishments.

• **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 and monthly Diven School Organization (DSO) meetings.

• **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.**

All district and community Pre-Kdg programs utilize a CC aligned ELA/Math program/assessments, easing the transition from Pre-Kdg to Kdg. Pre-Kdg staff participate in district provided professional development. The CPSE to CSE transition process includes early childhood and elementary staff to determine optimal supports and program needs. The District Curriculum Coordinators (DCCs) provide Pre-Kdg family orientation to transition families to their new educational setting.

Re-Identified Focus Schools
~~(Applicable to schools that were identified as Focus during the 2012-2016~~ identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should

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

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin

N/A

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

N/A

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

N/A

Priority Schools: Whole School Reform Model

(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

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

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

1. New School Design and Educational Plan

A. Curriculum and Instruction: **Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 16-17 plan.**

N/A

B. Professional Development: **Provide an update on the coherent framework for professional development described in the 2016-17 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.**

N/A

C. Use of Time: **Provide an update on the daily calendar and schedule as described in the 2016-17 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2016-17 plan**

N/A

D. Assessment: **Provide an update to the school's approach to assessment as described in the 2016-17 plan.**

N/A

E. School Climate and Discipline: **Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2016-17 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.**

N/A

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

N/A

2. Organizational Plan

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

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2016-17 plan.

N/A

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 16-17 plan.

N/A

Priority Schools: Whole School Reform Model

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

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at http://www.p12.nysed.gov/oisr/. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match

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

1. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

N/A

2. Describe how the school selected the model identified. Identify any relevant data sources and analysis of

N/A

3. Detail a schedule of events for the 17-18 school year that will result in a fully developed plan for implementat

N/A

4. Describe the leading indicators that will be used to track progress against the schedule of events. Identify pe

N/A

tion of the selected model.

rsons responsible for progress monitoring.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students					
Student Average Daily Attendance				x	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals				x	
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development		x	x		
Parent Attendance at Workshops					x
Parent Participation in District/School Surveys					
Walkthrough Data	x	x	x		
Formative/Summative Assessment Data	x	x	x	x	
Student Goal Setting	x	x		x	x
Professional Learning Team Agendas and Deliverables	x	x			x
Formal Observations (Danielson 2013 Rubric)		x	x	x	
Instructional Schedules, Pacing and Delivery		X	x		
Looking at Student Work			x		
School Connects Auto-Dialer Data				x	x
Community Partnership Collaboration and Involvement					x

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:	April 11-12, 2016
B2. DTSDE Review Type:	District-led review with OEE oversight

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.	All stakeholders must fully commit to school improvement initiatives to foster high levels of student achievement. Diven staff must routinely engage with each SCEP focus area for the 2017-18 school year in order to advance the achievement of the schools head and heart goals for student learning. School leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. The 2016 Diven DTSDE Staff Performance Scan evidenced strong staff awareness of past leader practices and decisions with 100% reflecting strong agreement or agreement with posed tenet 2 questions. The 2017 survey sampling maintained 100% strong agreement/agreement with posed questions.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June, 2018, 100% of educators led by the SCEP Leadership Team will monitor the SCEP plan on a monthly basis, noting accomplishments and areas of concern, while making revisions and adjustments as needed for full implementation to increase student achievement in head and heart learning as evidenced by the leading indicators.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walkthrough Data, Formative/summative Assessment Data, Student Goal Setting and Attainment, Professional Learning Team Agenda and Deliverables.

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**E3. Action Plan:** Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how <u>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.</u>
8/30/2017	8/31/2017	**Action** - SCEP overview presented to teachers. **Responsible** - Building Administrators and SCEP Team. **Participants** - Teaching Staff. **Frequency** - August Planning Days and monthly throughout the year as implementation is monitored/reported upon. **Intended Impact** - Understanding of focus areas and their connection to past work and future student achievement. The established systems provide the structure to regularly monitor all aspects of the school to know what is happening and to make informed decisions so that continuous improvement can be achieved.
8/30/2017	January, 2018	**Action** - Revisit Diven's vision, belief and commitments, identify additions/deletions aligned with our SCEP focus areas. **Responsible** - Building Administrators. **Participants** - Teaching Staff. **Frequency**: August planning days and January, 2018. **Intended Impact** - To align our words and actions with our daily work.
September, 2017	June, 2018	**Action** - SCEP implementation begins. **Responsible** - Building Administrators and SCEP Team. **Participants** - all staff. **Frequency** - daily in classrooms and monthly with professional learning teams. **Intended Impact** - Increased student achievement in head and heart learning.
September, 2017	June, 2018	**Action** - Building Planning Team/SCEP Team monitors SCEP. **Responsible** - Building Administrators. **Participants** - SCEP Leadership Team Members. **Frequency** - monthly. **Intended Impact** - celebrate success, identify areas in need of attention and/or adjustment, inform the work of professional learning teams, focus building walkthroughs.
October, 2017	June, 2018	**Action** - Individual teacher and grade level teams analyze student math and ELA data in relationship to grade level benchmarks. **Responsible** - Building Administrators. **Participants** - K-2 Teachers. **Frequency** - quarterly and as programmatic/progress monitoring assessments dictate. **Intended Impact** - Alignment of student identified need (struggling - excelling) with appropriate support, alignment of identified need with individualized goal setting, awareness of horizontal/vertical learning trajectory needed to attain grade level benchmark status, identification of curriculum modifications/adjustments necessary to address gaps.

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:	April 11-12, 2016
B2. DTSDE Review Type:	District-led review with OEE oversight

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.**	Students at Diven Elementary School have not successfully met reading benchmarks, impacting academic success. March, 2017 (marking period 3) primary assessment running record data indicates that 37 % of Kdg students, 46% of first grade students and 61% of second grade students are reading at the proficient or advanced levels. To promote educational excellence and equity for all learners and to ensure a rigorous, coherent curricula/assessments that are appropriately aligned to the CCLS, Diven Elementary School must continue to implement a comprehensive, systematic approach to tier I, II and III ELA instruction in grades K-2 to meet the needs of all students and the economically disadvantaged subgroup.

D1. **SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.**	By June, 2018, 100% of classroom teachers will implement a cohesive, systematic ELA program consisting of the Core Knowledge Listening and Learning Strand, Core Knowledge Skills Strand and "walk to" GRAIR aligned with district pacing and instructional delivery expectations as evidenced by 80% of students and the economically disadvantaged subgroup reaching end of the year independent grade level running record benchmarks.
D2. **Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.**	Teacher Attendance at Professional Development, Walkthrough Data, Formative/Summative Assessment Data, Student Goal Setting, Professional Learning Team Agendas and Deliverables, Instructional Schedules, Pacing and Delivery, Formal Observations.

E1. **Start Date:** Identify the projected start date for each activity.	E2. **End Date:** Identify the projected end date for each activity.	E3. **Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how** underlined{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.**
17-Jul-17	25-Jul-17	**Action** - Develop and organize common protocols for the administration of tier I CKSS assessments. **Responsible** - Data and Curriculum Coordinators and Primary Administrators. **Participants** - District Primary Teachers. **Frequency** - July 17-25 2017 with year long implementation. **Intended Impact** - Common district-wide CKLA testing protocols.
26-Jul-17	27-Jul-17	**Action** - Study and define the integration of NYS social studies inquiries into identified domains of CKLL. **Responsible** - DCC's and Primary Administrators. **Participants** - District Primary Teachers. **Frequency** - July 26-27 2017 with implementation in identified areas. **Intended Impact** - Increased student engagement and integration of social studies CCLS with CKLL
30-Aug-17	31-Aug-17	**Action** - Building ELA Implementation Professional Development for K-2 Diven teachers. **Responsible** - Building Administrators. **Participants** - K-2 teachers. **Frequency** - 2 days, 8:00am-3:00pm. **Intended Impact** - Articulation of ELA component expectations/scheduling/integration, launching GRAIR through Reading Habits and Writing Habits, using CKSS and GRAIR to build mastery of the basic and advanced reading codes and apply skills in benchmarked independent level text.
September, 2017	October, 2017	**Action** - Implementation of reading and writing habits units begin. **Responsible** - Building Administrators. **Participants** - K-2 Classroom Teachers. **Frequency** - Daily. **Intended Impact** - Development of habits/routines to promote learning, stamina building.
October, 2017	June, 2018	**Action** - Reading/Writing Habits units transition to implementation of grade 1, 2 "walk to" GRAIR. **Responsible** - Building Administrators. **Participants** - K-2 Teachers. **Frequency** - GRAIR - daily/60 minutes. **Intended Impact** - Development of reading/writing skills, building reading volume with instructional level text, scaffolding and differentiation through strategic small group support of readers and writers, writing across the curriculum, application of skills in benchmarked independent level text.
September, 2017	June, 2018	**Action** - Full implementation of CKLA begins. **Responsible** - Building Administrators. **Participants** - K-2 Teachers. **Frequency** - Daily. **Intended Impact** - Sequential Development of Reading Skills aligned to CCLS.

September, 2017	June, 2018	**Action** - Tier II/III Reading support needs identified and aligned with appropriate push-in/pull-out intervention. **Responsible** - Building Administrators. **Participants** - Reading and Special Education and Classroom Teachers. **Frequency** - Daily. **Intended Impact** - Targeted, differentiated, timely support of reading needs using CKLA aligned materials (A&R Guide).
September, 2017	September, 2017	**Action -** Professional Development with library TAs - Intro to CKLL: Integrating CKLL domain content in weekly read-louds. **Responsible** - Primary Building Administrators, DCCs, Amplify. **Participants** - Library Teaching Assistants. **Frequency** - 1 day/professional development with monthly individual follow-up by DCCs during building visits. **Intended Impact** - introduction to domain vocabulary, background knowledge, content and integration opportunities.
October, 2017	June, 2018	**Action** - Implementation of CKLL domain content in weekly library read-alouds. **Responsible** - Library TA's, Building Administrators. **Participants** - Library TA's. **Frequency** - Weekly during scheduled library classes. **Intended Impact** - Expansion of domain vocabulary, background knowledge and content.
October, 2017	June, 2018	**Action** - Data review of student performance on CKLA assessments and running records. **Responsible** - Building Administrators. **Participants** - Grade level teams with support staff. **Frequency** - monthly. **Intended Impact** - Timely delivery of intervention and support using a flexible grouping model.

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:	April 11-12, 2016
B2. DTSDE Review Type:	District-led review with OEE oversight

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.	It is critical to expose all learners to grade level content, while providing strategic support for struggling, achieving and excelling students. Classroom teachers have experienced difficulty meeting diverse student learning needs during the common GRAIR block. Support teachers have also become isolated from the classroom using a pull-out model during this time. A "walk to" GRAIR model will allow reading, special education and classroom teachers to collaborate and focus their planning/support around identified skill or extension needs, accelerating and enhancing the learning trajectory for all.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June, 2018, 100% of teachers will use instructional data on a 4-6 week basis to implement a differentiated "walk to" GRAIR model as evidenced by data review, on-going student flexible grouping and instruction that incorporates focus questioning strategies aligned with Core Knowledge Skill Strand and Running Record data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development, Walkthrough Data, Looking at Student Work, Formative/Summative Assessment Data, Instructional Schedules, Pacing and Delivery, Formal Observations.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
30-Aug-17	31-Aug-17	Action - Professional development overview of "walk to" GRAIR model. Responsible - Building Administrators. Participants - all teaching staff. Frequency - 2 days with monthly follow-up. Intended Impact - Development of shared vision, common structures and assessment schedules.
30-Aug-17	31-Aug-17	Action - Plan September implementation of "We/Me Museum." Responsible - Building Administrators. Participants - Professional Learning Teams. Frequency - 1 hour per day. Intended Impact - Development of level I questioning strategies (I'm wondering, who/what/when/where/why).
September, 2017	October, 2017	Action - Introduce common administration protocols for beginning of the year assessments (CKSS/Running Record). Responsible - Building Administrators. Participants - Classroom teachers and support staff. Frequency - per assessment schedule. Intended Impact - Identification of tier I/II/III needs.
September, 2017	October, 2017	Action - Implement "We/Me" Museum. Responsible - Building Administrators. Participants - Classroom Teachers. Frequency - Daily during Morning Meeting. Intended Impact - Development of level I questioning strategies (I'm wondering, who/what/when/where/why).
October, 2017	June, 2018	Action - Grade level data meetings. Responsible - Building Administrators. Participants - Professional Learning Teams. Frequency - every 6-8 weeks. Intended Impact - Instructional grouping for strategic tier I/II/III support for struggling, achieving and excelling learners.
October, 2017	June, 2018	Action - Implementation of grade 1, 2 "walk to" GRAIR. Responsible - Building Administrators. Participants - grade 1-2 teachers and support staff. Frequency - GRAIR - daily/60 minutes. Intended Impact - Development of reading/writing skills, building reading volume with instructional level text, scaffolding and differentiation through strategic small group support of readers and writers, writing across the curriculum, application of skills in benchmarked independant level text.

October, 2017	June, 2018	**Action** - Begin focused study and implementation of questioning strategy of the month. **Responsible** - Building Administrators and SCEP Team. **Participants** - all staff. **Frequency** - Designated monthly professional development session with daily classroom implementation. **Intended Impact** - To build think and participation ratio in a culture of better.
April, 2018	April, 2018	**Action** - Kdg data meeting (unit 8). **Responsible** - Building Administrators. **Participants** - Kdg Professional Learning Team and Support Staff. **Frequency** - April Professional Development session 3:00-4:45pm. **Intended Impact** - Identification of students prepared to move to unit 9 CKSS and those in need of remediation.
April, 2018	June, 2018	**Action** - Kdg "walk to" Skills begins. **Responsible** - Building Administrators. **Participants** - Kdg Teachers. **Frequency** - GRAIR - daily/60 minutes. **Intended Impact** - Development of reading/writing skills, building success foundation with basic code, scaffolding and differentiation through strategic small group support of readers and writers.

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:	April 11-12, 2016
B2. DTSDE Review Type:	District-led review with OEE oversight

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.	Research (Marzano) shows that students (and people in general) generally attribute success to innate ability, other people, luck and effort. Three of these four beliefs ultimately inhibit achievement. Belief in self-effort is the most useful attribution as it is a tool that can be applied to any situation. It is our responsibility as educators to instill the important connection between personal effort and achievement in our students to promote engaged, happy and successful lives.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, the school leaders, working with the PBIS team and staff, will model, explicitly teach and lead students in the practice and personal monthly reflection of the 10 identified Super Scholar Power traits and universal school expectations (The Dolphin DOs) to promote academic success and well being and to empower students to use their words and actions to make the world a better place. Super Scholar Powers - STAR, Stamina, Goal-Getter, 100%, Reflective, Grit, Mindset, Curiosity, Leadership, Optimism. The Dolphin DOs - I am responsible for me. I am responsible for how I treat others. I am responsible for making my school a better place.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance, Student Discipline Referrals, Formative/Summative Assessment Data, Student Goal Setting, Formal Observations, School Connects Auto Dialer Data, Community Partnership Collaboration and Involvement

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
30-Aug-17	31-Aug-17	Action - Introduce and use Teach Like a Champion by Lemov to: study/review the 5 principles of classroom culture (discipline, management, control, influence, engagement), linking expectations to the Dolphin DOs/Super Scholar Power traits and introduce the first Super Scholar Word of the Month (STAR). Create STAR grade level anchor chart for collaborative classroom application. Responsible - Building administrators and PBIS team. Frequency - 2 hours with September follow-up in classrooms. Participants - all staff. Intended Impact - To foster classroom cultures where students work hard, model strong character, are polite and attentive and strive to do their best. To model the classroom expectation for the introduction of Scholar Power words through anchor charts.
30-Aug-17	November, 2017	Action - Instructional staff individually select chapter 10 (Systems and Routines), chapter 11 (High Behavioral Expectations), or chapter 12 (Building Character and Trust) from Teach Like a Champion for study, sharing and leading in an expert group setting. Responsible - Building Administrators and PBIS Team. Participants - all teachers. Frequency - 2 hours/August with Follow-up during September and October Professional Development. Intended Impact - to foster a common school culture where all stakeholders work hard, model strong character, are polite and strive to do their best.
October, 2017	June, 2018	Action - Introduce Super Hero Super Scholar goal setting aligned with October - June scholar words of the month. Responsible - Building Administrators, SCEP and PBIS teams. Participants - All Teachers. Frequency - monthly with implementation throughout the year and weekly communication of Superpower word to families via autodialer. Intended Impact - Understanding of the integration between Scholar Words of the Month, Town Meetings, Second Step and student heart goal setting for instructional planning. The school community empowers stakeholders to take action to support student learning, leading to higher student achievement.

September, 2017	June, 2018	
		Action - Students set, post, practice and reflect upon their use of the designated monthly Super Scholar goal (STAR, Stamina, Goal-Getter, 100%, Reflective, Grit, Mindset, Curiosity, Leadership, Optimism). **Responsible** - Building Administrators and Classroom Teachers. **Participants** - All classrooms and Diven families. **Frequency** - monthly. **Intended Impact** - Purposeful application of the scholar power in words and actions.

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:	April 11-12, 2016
B2. DTSDE Review Type:	District-led review with OEE oversight

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.	Family participation in non-academic school events such as the end of the year Splash Bash Blacktop Carnival, Bubble Night and Splash's Birthday Party is strong. Family attendance at events that support learning such as Math Fluency Game Night and How is my Child Learning to Read? is in need of improvement. The school must seek creative ways to engage stakeholders in understanding and supporting high levels of student learning to build success and confidence for college, career and citizenship. The 2016 Diven DTSDE Performance scan reflected 68.8% agreement/strong agreement in helping families prepare students for life challenges, including being college and career ready. The 2017 sampling of this statement

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June, 2018, 50% of families will have participated in 5 of 7 "What does your dolphin do in..." sessions as evidenced by attendance data in the following focus areas: Morning Meeting/Second Step, CKSS, CKLL, GRAIR, Math, Super Goal Day #1 and Super Goal Day #2.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent attendance at Workshops, Student Goal Setting, Auto-dialer Data, Professional Learning Team Agendas and deliverables.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
30-Aug-17	31-Aug-17	**Action** - Provide an overview of the "Swim with the Dolphins" program. **Responsible** - Building Administrators. **Participants** - Instructional Staff. **Frequency** - 1 hour. **Intended Impact** - Understanding of goals/objectives related to tenet 6 SOPs, development of draft calendar and outline of host classrooms.
October, 2017	June, 2018	**Action** - Communicate the importance of home/school working as partners to support student success by planning, communicating, hosting and monitoring attendance at the 7 "Swim with the Dolphins" focus opportunities for family engagement in their child's learning. **Responsible** - Building Administrators, Data and Curriculum Coordinators, Parent Partner, Classroom Teachers. **Participants** - Diven Home and School Community. **Frequency** - Monthly grade level planning prior to each event (Morning Meeting/Second Step, CKSS, CKLL, GRAIR, Math). **Intended Impact** - Families understand student learning components and support head and heart learning at home.
September, 2017	June, 2018	**Action** - Collaborate with community partners in support of head/heart focus areas. **Responsible** - Building Administrators. **Participants** - all staff and Community Partners. **Frequency** - Monthly. **Intended Impact** - Promotion of student academic progress and social-emotional growth and well being.