

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010020
School Name:	Elmira High School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Christopher J. Krantz	Title	Principal
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Website for Published Plan	www.elmiracityschools.com/EHS.cfm		

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			
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 31, 2017	Room 104	June 19, 2017	Principal's Office
June 9, 2017	Principal's Office	June 21, 2017	Room 104
June 13, 2017	Room K-7		
June 14, 2017	Room 104		
June 15, 2017	Room 140		

Name	Title / Organization	Signature
Christopher J. Krantz	Principal	
Joy Casciotti	Assistant Principal	
Linda Roe	Assistant Principal	
Damian Saks	Assistant Principal	
Kevin Connolly	Data and Curriculum Coordinator (Math)	
Ginger Woolever	Data and Curriculum Coordinator (English)	
Allen Colegrove	Social Studies Teacher	
Kimberly Henry	Music Teacher	
Michelle McConnell	Science Teacher	
Nathan Smith	Technology Teacher	
Timothy Tobin	Dean of Students/At-Risk Coordinator	
Regina Keddell	Social Worker	
Shelly Allen	Parent	
Janice Roman	Social Studies Teacher	
James Robertson	Science Teacher	
Amy Gennosa	Math Teacher	

School Information Sheet

School Information Sheet							
Grade Configuration	10-12	Total Student Enrollment	1222	% Title I Population	100	% Attendance Rate	89.22
% of Students Eligible for Free Lunch	52	% of Students Eligible for Reduced-Price	1	% of Limited English Proficient Students	0.3	% of Students with Disabilities	13.5

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.49	% Black or African American	20.62	% Hispanic or Latino	2.13	% Asian, Native Hawaiian / Other Pacific Islander	0.9	% White	73.4	% Multi-Racial	2.45

School Personnel							
Years Principal Assigned to School	13	# of Assistant Principals	3	# of Deans	1	# of Counselors / Social Workers	5
% 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	5%	Average # of Teacher Absences	11

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	
Identification for ELA?	yes	Identification for Math?	Yes	Identification for Science?		Identification for High School Graduation Rate?	Yes
ELA Performance at Level 3 and Level 4	71%	Math Performance at Level 3 and Level 4	73%	Science Performance at Level 3 and Level 4	73%	Four-Year Graduation Rate (HS Only)	68%
% 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)	67%
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

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

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

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	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.)
- 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

- 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

- 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

X 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).

Professional Development, Walkthroughs, and PLC directives were all laser focused on formative assessment, differentiation, purposeful grouping, student engagement, data-driven instruction, and student self-assessment, particularly in areas related to literacy. All teaching and professional staff now use common vocabulary regarding literacy, instructional practices, and credit accrual. Formal Observations of staff show that they improved in 15 of 17 Danielson Rubric categories. Multiple student data points reflect greater achievement, higher credits accrued, and increased literacy rates. Growth in literacy, in particular, reflected achievement well above national normative data.

- 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.

Tenet 4: Additional Action Step Added

Staff will complete building-level survey that identifies integration of technology in instruction and needs to better integrate technology in instruction. Administration and DCCs will utilize this information to provide more meaningful targeted CTLE-especially in the areas of assessment, engagement, DDI, and communication.

Impact: Full school implementation of the Office 365 platform in mid-fall and a new SchoolTool mobile device app introduced in mid-February, led to a significant increase in integrated technology. Those who took advantage of this technology found that student-teacher and teacher-home electronic communication, text sharing, and homework/project management was easier in a technologically driven environment. This will expand dramatically in 2017-2018 as more teachers introduce this to students in September and establish technology expectations immediately. The SchoolTool app was especially successful in student self-assessment. Though it was introduced in mid-February, 55% of students surveyed in the beginning of April reported routine use of the app to track grades, assignments, and attendance. This number should increase to 90% or higher.

Tenet 5: Action Step Modifications

Old1: School Counselors, School Administration, and Intervention Team members will work together to create a calendar for meetings to review referrals, develop action plans with student goals, interventions, and progress monitoring. **New1:** School Counselors, School Administrators and Intervention Team members will meet weekly to review referrals, develop actions plans with student goals, interventions and progress monitoring.

Deleted2: School counselors will meet with administration within five days of each interim/marketing period to review students and support plans. **New2:** School Counselor will meet with administration weekly to establish small at-risk cohort (5 per counselor) that will be monitored intensively to improve progress.

Old3: School Counselors will identify students on their caseload every 5 weeks who are failing and meet with students to develop an action plan for support and

Tenet 5: Action Step Modifications Continued

New/Expanded3: School Counselors will identify students on their caseload every marking period who are failing and meet with students to develop an action plan for support and coordinate with other support staff to put services in place for:

-All Seniors: Review 1st semester transcripts; Enroll students in credit recovery; Enroll students in online courses

-All Students: Each marking period review all student report cards; End of marking period and semester enroll students in credit recovery; At 10 week point send tutoring schedule home(via email or letter) to students who are failing

Impact: Graduations rates (per cohort) have remained in the 60-66% range. In an effort to move the cohort to 80+% graduation rates. As our building population are grades 10-12, the decision was made each counselor would target a group of five students from the sophomore cohort and provide them with intensive interventions, support, and contact minutes. Counselors were to identify students who had satisfactory attendance and had the potential for academic success but were struggling for some reason. Special Needs students who already had case managers were not eligible. Counselors meet weekly with administration on these 25 students who are in the first pilot group. Counselors also complete weekly grade checks and communicate with the home and with staff as needed. Since student selection was in early February we do not yet have enough data to identify any impact. The program will continue in September 2017 with the original cohort and an additional new group of 25 sophomores. Meetings will change, being held bi-monthly, rather than weekly. Staff will be “rebriefed” on the program in September to ensure a collective and collaborative approach to support these 50 at-risk students to keep them in school.

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

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

Targeted Staff Development in Best Practices led to:

- Staff improved in 15 or 17 component score areas during Formal Observations
- 100% of staff scored as effective or highly effective in 10 of 17 Formal Observations component areas compared to 4 in 2016.
- Walkthrough data increased from October to May in the following areas: student engagement, pair or group work, evidence of differentiation, student/teacher discourse percentage, higher order questioning connected to learning targets, including writing in lessons, creating a classroom culture for learning, and high engagement-high cognition activities.

Targeting Student Achievement, Self-Assessment, and Social-Emotional Health:

- Non-Completer Rates lowered from 11% in 2016 to 8% in 2017.
- Percentages of Students Earning Honors or High Honors: MP1-38.6% MP2-35.4% MP3-39%; 25.3% made this achievement for 3 consecutive marking periods.
- Credit Recovery Data: 75% completed the program compared to 53% in 2016. 113 credits were recovered, a 31% increase from 2016.

Focusing on Data-Driven Instruction especially related to Literacy Development and Credit Accrual:

- The Mean RIT for sophomores in Fall 2016 was 215.9 (-4.5 under national norm), and the Mean RIT in Spring 2017 was 222.7 (+1.5 over national norm); 58% were at or above the Norm Grade Level Mean RIT; 86.8% had a Spring score of 215 or higher or improved 4 or more points.
- The Mean RIT for juniors in Fall 2016 was 220.4 (-2.2 under national norm) and the Mean RIT in Spring 2017 was 227.6 (+5.3 over national norm); 69% were at or above the Norm Grade Level Mean RIT; 89.7% had a Spring score of 215 or higher or improved 4 or more points.
- Sophomores in the RED area, signaling insufficient credits dropped from 24.0% in September to 23.8% in January.
- Juniors in the RED area, signaling insufficient credits dropped from 17.3% in September to 16.1 in January.
- Seniors in the RED area, signaling insufficient credits dropped from 15.4% in September to 9.3% in January.

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

Tenet 2: School leaders will continue to implement structures for accountability including: rotating schedule of submission of lesson plans/teacher feedback; review of PLC minutes; administrative walkthrough with feedback on CTLE focus; meetings to review student and teacher performance data in order to monitor student outcomes. Professional development will continue its laser focus on increasing student literacy through data-driven instruction, specifically guiding teachers in creating and implementing high engagement-high cognition planning and implementation of college and career ready curriculum.

Tenet 3: Focusing on literacy development and student self-assessment strategies, teachers will utilize the Participation Matrix to create and evaluate lessons for routine use of formative assessments, higher-order questioning, differentiation, data-driven instruction, and other best practices to maximize teacher instructional practices and student learning outcomes.

Tenet 4: Teachers will continue to improve on engaging, data-driven instructional practices aligned to the NYS Learning Standards to meet the needs of all learners. Lessons will include consistent timely, purposeful communication surrounding student ownership of learning through assessment, pedagogical vocabulary, literacy development, collaboration, and integrated technology. Teachers will also engage their students in self-assessment and goal setting to encourage student participation and ownership of learning.

Tenet 5: School leaders, school counselors, and At-Risk Team will develop and implement plan to introduce, coordinate, an/or administer student and family social and emotional services, professional development, and curriculum work important for student academic and personal success.

Tenet 6: School leaders, staff, counselors, CTE staff, and parent partner will develop and target specific stakeholder communication protocols, especially those integrated with social media and other technologies, to share information regarding student academic, social, and emotional needs and successes. Additionally, school personnel, educational agencies, and community partners will collaborate to develop a bifurcated path of information and support for college bound students and career/work bound students.

• **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**

Every student will graduate from Elmira High School prepared to enter college or the workforce. All stakeholders will work together to ensure that students will increase their ability to self-assess and meet college and career ready goals. At-risk students identified through school data and student groups identified as not meeting AYP will be given targeted additional supports to ensure that these goals are met.

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

Our overall student achievement targets are: 5% increase in attendance and graduation rates, and 10% decrease in students identified as credit deficient.

Our subgroup targets are to achieve the following proficiency rates on each of the five Regents Exams required for graduation:

Secondary-Level **English Language Arts** After Four Years of Instruction: African American - 69%, Economically Disadvantaged - 64%, Students with Disabilities - 40%.

Secondary-Level **Mathematics** After Four Years of Instruction: African American - 74%, Economically Disadvantaged - 69%, Students with Disabilities - 45%.

Secondary-Level **Global History** After Four Years of Instruction: African American - 66%, Economically Disadvantaged - 55%, Students with Disabilities - 36%.

Secondary-Level **U.S. History** After Four Years of Instruction: African American - 71%, Economically Disadvantaged - 66%, Students with Disabilities - 40%.

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

- 1) Structured Professional Development will focus staff on learning and implementing guiding principles.
- 2) PLC protocols will primarily focus around planning and analyzing data-driven instruction via the Total Participation Matrix.
- 3) Teachers will continue to utilize a common lesson-planning template and receive building leader feedback focusing on Total Participation Matrix and other best practices.
- 4) School Counselors and On Site Support Service Personnel will maintain a deliberately prescribed caseload of at-risk students; the At-Risk Team and Administrators will progress monitor the overall caseload and provide counselors and Support Services with communication protocols and appropriate tracking documentation.
- 5) Systemic programming: Know Your Credit Score, Student Portal, and NWEA RIT and Lexile Levels will highlight student self-assessment; staff will also focus on communicating formative assessment results to their students

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

- 1) Student and community apathy and the social and emotional needs of our students-school team will use data to identify and track the most at-risk students, and place specific support and monitoring in place for students while increasing communication with the home
- 2) Communication with stakeholders, especially home and community partners-school staff will increase both student and home communication using a myriad of tools provided [especially SchoolTool, text notification, and email]
- 3) Veteran Teaching Staff who are resistant to cultural change towards data-driven instruction, high engagement-high cognition, collaborative learning-Administration and DCCs will continue to implement targeted CTLE and to share specific data and documented achievements and growth.

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

- 1) CTLE provided to teachers will be delivered in the form of: Professional Development meetings, Conference Days, Faculty Meetings, Professional Learning Communities, and Optional Professional Development Opportunities. All of these offerings are directly targeted to match Elmira High School initiatives.
- 2) Elmira City School District works in conjunction with GSTBOCES to offer diverse professional development that provides content specific and generalized best practices training.

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

- 1) Parent and Student Portal
- 2) Family Newsletters
- 3) Student and Parent Email
- 4) Parent Folders
- 5) Parent/Teacher Conferences
- 6) Social Media
- 7) Open House
- 8) Elmira High School created YouTube videos
- 9) At-Risk Team family meetings
- 10) Community Meetings both non-profits and community
- 11) Professional Development and Faculty Meetings
- 12) DCC updates and Teaching Tips emailed to Staff

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

There are links off the school website and district Facebook account for the public to view the SCEP.

• **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.**

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 be provided additional professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

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

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

Elmira High School will implement using data to inform instruction and to promote continuous improvement; EHS will provide time, protocols, and support for collaboration on the use of data.

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.

1. Professional Development (CTLE) and conference days will focus on strategies to use data to inform instruction and on ways to collect and analyze data to foster continuous improvement through the work of specialized teams (At-Risk Team, PLCs, administrative team, school counselors, and others). [Conference days: August 30 and 31, September 5, October 20, January 29, March 9; Professional Development (CTLE) sessions: first and third Wednesday of each month]. Tenets 2, 3, 4, and 5
2. All teachers will utilize a common PLC template that will target the 4Cs-Collaborative Responsibility, Concentrated Instruction, Convergent Assessment, and Certain Access. This work will ensue through the lens of the Total Participation Matrix (September-June). Tenet 2, 3, and 4.
3. Administrative Team will review PLC minutes, walkthrough data, lesson plans, and student achievement benchmarks; they will use this data to drive specific Professional Development (CTLE) (weekly). Administrators will provide individual teachers, PLCs, and/or whole staff to share data and provide feedback (quarterly-or more often if needed); Tenet 2
4. All teachers, except for mathematics and physical education, will integrate at least one daily literacy (reading and/or writing) activity based on appropriate rigorous text and/or higher order questions; math teachers will intergrade at least one literacy activity a week; physical education teachers will integrate a literacy activity at the beginning of each unit of study. Activities should be formative and the results will be both shared with students

5. All teachers will provide students with strategies to track their own learning based upon feedback and analysis of timely data. Strategies must include understanding formative assessment data, knowing their credits and “Big 5” Regents Exam status, and accessing Student Portal (September-June). Tenet 3, 5, and 6.
6. School leaders, school counselors, At-Risk Team, and On Site Support Services will work together within a three-tiered Student Support System for academic, social, and emotional interventions to progress monitor and maintain documentation for at-risk students (September-June). Tenet 5
7. School leaders, staff, counselors, CTE staff, and parent partner will develop and target specific stakeholder communication protocols, especially those integrated with social media and other technologies, to share information regarding student academic, social, and emotional needs and successes. Additionally, school personnel, educational agencies, and community partners will collaborate to develop a bifurcated path of information and support for college bound students and trade/career/work bound students (September-June). Tenet 6

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

1. Administrators have general oversight in directing DCCs to provide relevant, data-driven professional development (CTLE). Building foci are expansion of literacy development and creating and implementing lessons and activities that target higher levels of the Participation Matrix.
2. Administrators are responsible for collecting and analyzing academic and social/emotional data and for following up with staff to share data, provide feedback, and offer support.
3. Teachers are responsible for incorporating best practices into their daily lessons. Administrators will be responsible for reviewing lesson plans and completing walkthroughs and formal observations, ensuring that these best practices inform instruction. Professional Development (CTLE) will target instructional gaps.
4. Staff will reinforce and expand methods students can use to self-assess and track their own learning. Teaching staff is responsible for putting this into routine use in the classroom. Administrators will monitor via lesson plan collection, walkthroughs, and student surveys.
5. As part of a restructured 3-Tiered Student Support System, school leaders will meet weekly with school counselors and members of the At-Risk Team. Once a month, members of the On Site Support Services Team will meet with that group as well. These meetings will provide information, data analysis, and potential pathways for academically and social-emotionally at-risk students.

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.

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.

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

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

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 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.

[Redacted]

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.

[Redacted]

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.

[Redacted]

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.

[Redacted]

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.

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

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

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

tion of the selected model.

persons 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?

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

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

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

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

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

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

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

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

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

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

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					
Student Drop-Out Rate	Y			Y	
Student Credit Accruals (HS Students)	Y		Y	Y	
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals				Y	
Student Truancy Rate					
Student Performance on January Regents Exams	Y	Y	Y		
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"	Y	Y	Y		
Teacher Attendance at Professional Development	Y	Y	Y	Y	
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys	y	y	y	y	Y
Evidence of Formative Assessments	Y	Y	Y		
Evidence of Differentiation	Y	Y	Y		
Evidence of Data Driven Instruction	Y	Y	Y	Y	
Evidence of Student Engagement Protocols	Y	Y	Y	Y	
PLC Minutes and Lesson Plans	Y	Y	Y		
Administrative Walkthroughs, Data Analysis and Feedback	Y	Y	Y	Y	
Student Self-Assessment and Goal Setting		Y	Y	Y	
Three-Tiered Student Support Model				Y	
At-Risk Student Counseling Data				Y	
Staff and Student Surveys	Y	y	Y	Y	y
Professional Development Formative Assessments			Y		
College/Career Readiness	Y			Y	Y
Danielson Observation Data	y	y	y	y	
Number of emails between parents and parent partner					Y
Number of school to parent contacts	y			Y	y
At-Risk Student On Site Support Data				Y	

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:	March-May 2107
B2. DTSDE Review Type:	DTSDE Self-Reflection

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.	EHS leadership needs to continue using professional development (CTLE) to improve student literacy development and instructional best practices in the classroom. Leadership will use data from walkthroughs, formal observations, PLC notes, and student performance data to drive this PD. Formal 2016-17 observations showed that staff ratings in the effective and highly effective ranges improved in 15 of 17 categories over the previous year. Student NWEA results showed sophomores improving 6 RIT points surpassing the national norm for the first time at any grade level as a cohort; juniors improved 7.5 RIT points, moving them almost 5 points above the national norm. Student survey results showed that 76.8% of students believe that "school leaders have high expectations for students and staff," but only 46.1% thought their "school leaders walk around school and visit classrooms." Staff survey results show that 88.8% believe "school leaders encourage professional development and application of the content," and 92.1% think "school leaders actively support data-driven inquiry a school-wide practice." 63.5% say they "receive helpful instructional feedback and guidance from school leaders."
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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.	During the 2017-2018 school year, EHS leadership will collect and analyze walkthrough data, formal observation data, and PLC data for 100% of teachers, looking for patterns to inform professional development (CTLE) and better drive instruction. In September of 2017, staff will receive key "look fors," related to best practices, the Participation Matrix, and literacy strategies. School leaders will frequently analyze both staff data and student achievement data to look for improvements in key academic areas.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • Administrative Walkthroughs, Data Analysis and Feedback • College/Career Readiness • Danielson Observation Data • Evidence of Data Driven Instruction • Evidence of Differentiation • Evidence of Formative Assessments • Evidence of Student Engagement Protocols • Honor and High Honor Roll Data • Interim Reports and Grade Reports • Know Your Credit Score Data • Number of school to parent contacts • NWEA Data • Parent Participation in District/School Surveys • PLC Minutes and Lesson Plans • Professional Development Formative Responses • Staff and Student Surveys • Student Credit Accruals (HS Students) • Student Drop-Out Rate • Student Performance on January Regents Exams • Student Suspension Rate (Short-Term / Long-Term) • Student Truancy Rate • Teacher Attendance at Professional Development • Teachers Rated as "Effective" and "Highly Effective" • Three-Tiered Student Support Model
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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.
Aug-17	Jun-18	School Leaders will maintain a laser-focused, data-driven Professional Development Program (CTLE) around Literacy and Total Participation Matrix, continuing to connect the importance of this to the school vision, mission, and beliefs.
Jul-17	Aug-17	School Leaders will make effective staffing decisions related to the school vision, mission, and beliefs, including hiring an ELA teacher to run a "Read 180" program for sophomores (and a few severely at-risk upperclassmen) who are reading significantly below grade level and need intensive literacy instruction to achieve academic success.
Sep-17	Jun-18	The EHS leadership will revisit the purpose and focus of PLCs with all staff in September, 2017, introducing a revised PLC Notetaking Sheet for data collection. While the 4-C framework will remain, all PLC work will proceed through the lens of the Total Participation Matrix and is required to utilize data for purposes of instructional planning and measuring student progress. Leadership will monitor PLCs through walkthroughs and PLC Notes, providing targeted feedback to individuals, PLC Groups, and/or all staff as needed.
Jul-17	Jun-18	EHS leadership will meet (Administrative PLC) weekly to review student and teacher performance data which will be used to analyze current teacher best practices and inform future CTLE in order to encourage professional development and application of content.
Sep-17	May-18	Administrators will establish and maintain a formal meeting schedule with school counselors, At-Risk Team members, and On Site Support Services in order to improve tracking and monitoring of at-risk student behaviors, delivery of services, and definitive procedures for students who are chronic offenders, experiencing on-going difficulties or present drop-out risk.

Nov-17	Jun-18	Administrators will share information from school-wide walkthrough, PLC Notes, NWEA Data, Know Your Credit Score data, and additional student achievement and other relevant data with faculty in order to encourage routine use of best practices.
Jul-17	Jun-18	Administrators will continue to transform current pedagogical culture to build a 21st Century vision that embraces integrated technology, cooperative activities, high engagement-high cognition instruction, and student ownership of learning, allowing more students to be academically, socially, and emotionally successful.
Oct-17	May-18	School Leaders will increase the number of walkthroughs as a data-collection tool in order to improve visibility to students and staff, maintain positive and upbeat climate, and provide opportunity to talk about the importance of learning and setting high expectations.

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:	March-May 2107
B2. DTSDE Review Type:	DTSDE Self-Reflection

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.	Our DTSDE Self-Reflection indicated that the teachers at Elmira High School did improve in showing use of formative assessment, differentiation, student engagement and data driven instruction, however, these areas will remain a priority. Higher-Order questioning and high cognition-high engagement activities need to increase. 54% of students indicate that the school curriculum (work) is challenging, and only 66.1% say that "reading and writing tasks are challenging." However, 90.4% of teachers feel that their "curriculum is well-structured and aligned to standards." In addition, 51.4% of students think they "receive specific feedback from teachers on tests/assessments," but 87.2% of teachers say they are skilled at in using formative assessment in their instruction" and 87.4% believe "as a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress."
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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 Elmira High School teachers, working within their PLCs, will use the Total Participation Matrix to evaluate lesson plans for routine use of formative assessments, higher-order questioning, differentiation, and data driven instruction to maximize teacher instructional practices and student learning outcomes. Teachers will also facilitate their students in self-assessment and goal setting to encourage student participation and ownership of their learning.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • Administrative Walkthroughs, Data Analysis and Feedback • Danielson Observation Data • Evidence of Data Driven Instruction • Evidence of Differentiation • Evidence of Formative Assessments • Evidence of Student Engagement Protocols • Interim Reports and Grade Reports • NWEA Data • Parent Participation in District/School Surveys • Participation Matrix • PLC Minutes and Lesson Plans • Staff and Student Surveys • Student Performance on January Regents Exams • Student Self-Assessment and Goal Setting • Teacher Attendance at Professional Development • Teachers Rated as "Effective" and "Highly Effective"
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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.
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Sep-17	Jun-18	Teachers will integrate at least one daily literacy (reading and/or writing) activity based on appropriate rigorous text and/or higher order questions. Literacy activities should regularly implement NYS Learning Standards such as reading closely, using text-based evidence, and writing from sources as part of routine instruction.
Sep-17	Jun-18	Classroom teachers will purposefully plan ways to introduce, use, and reinforce structures and protocols that allow students to take ownership of their own learning; this must include routine sharing of formative assessment data and time for students to complete frequent self-assessment activities.
Sep-17	Jun-18	Teachers will continue to plan lessons incorporating best practices such as purposeful grouping, differentiation, scaffolding (as driven by NWEA, formative and summative assessment data, and other relevant data points). These essential components for effective instruction are all found on the common lesson planning template that 96.3% of teachers report using.
Sep-17	Jun-18	District DCCs and School Leaders will provide CTLE to all staff on creating higher-order questions, increasing collaboration and group work, integrating technology, and incorporating higher levels of the Total Participation Matrix.
Sep-17	Jun-18	PLC Members will continue PLC Work and tracking data using a modified template based on the 4-Cs, using the Total Participation Matrix as a lens to ensure that planning for high engagement-high cognition is routine practice.

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:	March-May 2107
B2. DTSDE Review Type:	DTSDE Self-Reflection

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.	DTSDE Self-Reflection, with the inclusion of student and staff survey data, showed a disconnect between teacher and student perceptions of classroom practices. 78.8% of teachers thought they constructed activities that ensured high student engagement, while only 24% of students believed that classes were interesting and kept their attention. Students also reported that only 47.9% "feel comfortable asking questions in class," 42.9% of "teachers provide time for students to discuss topics and learn from each other," and 47.5% of "teachers help me keep track of my learning and assess my my progress." Walkthrough and observation data clearly indicate improved best practices, with teachers increasing highly effective ratings in 15 or 17 categories, but student perception does match these improvements.
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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 continue to improve on engaging, data-driven instructional practices aligned to the NYS Learning Standards to meet the range of all learners. Teachers will consistently challenge students with differentiated activities and materials to meet their needs, facilitate high engagement-high cognition lessons, and enable students' ownership of their own learning and goal setting through assessments, expanded pedagogical vocabulary, literacy development, collaboration, and integrated technology.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • Administrative Walkthroughs, Data Analysis and Feedback • Danielson Observation Data • Evidence of Data Driven Instruction • Evidence of Differentiation • Evidence of Formative Assessments • Evidence of Student Engagement Protocols • Interim Reports and Grade Reports • NWEA Data • Parent Participation in District/School Surveys • Participation Matrix • PLC Minutes and Lesson Plans • Professional Development Formative Responses • Staff and Student Surveys • Student Credit Accruals (HS Students) • Student Performance on January Regents Exams • Student Self-Assessment and Goal Setting • Student Truancy Rate • Teacher Attendance at Professional Development (CTLE) • Teachers Rated as "Effective" and "Highly Effective"
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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.
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Aug-17	Jun-18	Administrators and teachers will create a culture of learning through creating and using pedagogical and content specific vocabulary in individual classes and building presentations (e.g. presentations on WEHS) in order to reduce the disconnect between student survey and teacher survey results regarding classroom instruction.
Sep-17	Jun-18	Teachers will incorporate higher-level questioning on a more consistent basis (with an expectation for pre-writing/pre-planning) so that every student is engaged in higher-level thinking and rigorous instruction.
Sep-17	Jun-18	Teacher will implement multiple integrated technology resources including Office 365, SchoolTool, and Web 2.0 apps as part of a differentiated, highly engaging, challenging learning environment where students are encouraged to track their own learning.
Sep-17	Jun-18	Teachers will create a classroom culture that purposefully plans and implements student exploration, questioning, and collaboration so that students feel they are in an intellectually safe, engaging environment where learning is valued and students feel secure taking risks and asking questions.
Oct-17	May-18	Teachers will integrate at least one daily literacy (reading and/or writing) activity based on appropriate rigorous text and/or higher order questions. Literacy activities should regularly implement NYS Learning Standards such as reading closely, using text-based evidence, and writing from sources as part of routine instruction.
Sep-17	Jun-18	Teachers will provide specific and targeted feedback regarding formative assessments as a way to positively impact student learning and better allow students to increasingly engage in ownership of their own learning.

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:	March-May 2107
B2. DTSDE Review Type:	DTSDE Self-Reflection
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.	According to the DTSDE Self-Reflection findings, in order to provide an opportunity for all students to successfully complete graduation requirements, it is critical to coordinate services for at-risk students. 51% of teachers believe, "non-instructional staff (cafeteria, aides, transportation, etc.) understands and assists in building a safe and nurturing environment for our students." 58.6% of staff say "we have an effective system for developing and building student social-emotional health." Only 29% of students say that "behavior does not interfere with instruction." 33.1% of students believe that "most students follow school rules."
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% all staff will participate in an effective, building wide, systematic program intended to develop student social, emotional and academic health. Understanding, promoting, and building a safe and nurturing environment and a positive and upbeat culture for students will allow staff to contribute to student academic and personal success.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • Administrative Walkthroughs, Data Analysis and Feedback • At-Risk Student Counseling Data • At-Risk Student On Site Support Services Data • College/Career Readiness • Danielson Observation Data • Evidence of Data Driven Instruction • Evidence of Student Engagement Protocols • Honor and High Honor Roll Data • Interim Reports and Grade Reports • Know Your Credit Score Data • Number of school to parent contacts • NWEA Data • Parent Participation in District/School Surveys • Participation Matrix • Staff and Student Surveys • Student Average Daily Attendance • Student Credit Accruals (HS Students) • Student Discipline Referrals • Student Drop-Out Rate • Student Self-Assessment and Goal Setting • Student Suspension Rate (Short-Term / Long-Term) • Student Truancy Rate • Teacher Attendance at Professional Development (CTLE) • Three-Tiered Student Support Model

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.
Sep-17	Sep-17	Professional Development (CTLE) for instructional staff on "in-house" student support services, levels of intervention, and FERPA protocols to ensure student confidentiality and create a safe and nurturing environment for students.
Sep-17	Sep-17	All non-instructional staff will receive a retraining on FERPA protocols, ensuring student confidentiality and a creating a safe and nurturing environment for students.
Sep-17	Jun-18	Ongoing Professional Development (CTLE) Tier 1 interventions, PBIS, and protocols (i.e. minor behavior issues, academic supports, attendance concerns, appropriate documentation) will reinforce an effective system for developing and building student social-emotional health and provide proactive interventions for students who may be having social, emotional and/or academic difficulties.
Sep-17	Jun-18	Counselors, support services, and administrators will establish and maintain a formal meeting schedule in order to improve tracking and monitoring of at-risk student behaviors, delivery of services, and definitive procedures for students who are chronic offenders and/or experiencing on-going difficulties.
Sep-17	Jun-18	Administrators and school counselors will identify 25 incoming at-risk sophomores to add to the School Counselor's progress monitoring caseload. Counselors, administrators, and At-Risk Team will meet on all 50 students (25 sophomores and 25 juniors) every other week to improve student supports, increase the probability of graduation, and reduce drop-out rates.
Oct-17	Jun-18	PBIS program will expand personal recognitions for students making progress in one or more of the 3As (Academic, Attendance, Attitude), adding to the positive and upbeat school culture, working towards fewer students' behaviors interfering with instruction.
Sep-17	Jun-18	Every counselor will create and monitor an ICP (Individual Career Plan) for his or her caseload. The ICP will include post-graduate plans, steps taken towards achievement of those goals, and a running anecdotal record of meetings where the post-graduate plans are discussed.
Aug-17	Jun-18	Guidance counselors will create a list of all seniors who are expected to graduate and progress monitor students to ensure that they are staying on track to graduate. Counselors will meet at least once monthly with administrators to discuss student progress and outline any support plans needed to ensure student graduation.

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:	March-May 2107
B2. DTSDE Review Type:	DTSDE Self-Reflection

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.	School leaders, staff, counselors, CTE staff, Technology Team Members, and parent partner need to develop and target specific stakeholder communication protocols, especially those integrated with social media and other technologies, to share information regarding student academic, social, and emotional needs and successes. Additionally, school personnel, educational agencies, and community partners must collaborate to develop two distinct pathways of information and support for students and parents: one for college bound students and one for career/trade/work bound students. Student survey results indicate that 55% of students utilize the SchoolTool/Student Portal app, and 54.9% state "my teachers provide information to my family." Staff survey results show that 44.3% believe they are "able to help families to set high expectations for their children," and 41.8% think school personnel "conduct needs assessments with families so that we understand their interests and concerns." Teaching staff made 16,210 school to home contacts.
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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, administrators, school counselors and community partners will utilize communication platforms (such as SchoolTool, YouTube, pamphlets, social media, and information session) to deliver timely information and data on academics, attendance, college and/or career options and readiness, as evidenced by school to home communication logs, baseline parent needs assessment data, improvement on the student and teacher survey data.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • College/Career Readiness • Honor and High Honor Roll Data • Interim Reports and Grade Reports • Know Your Credit Score Data • Number of Communications between Parents and Parent Partner • Number of school to parent contacts • NWEA Data • Parent Attendance at Workshops • Parent Participation in District/School Surveys • Staff and Student Surveys • Student Average Daily Attendance • Teacher Attendance at Professional Development (CTLE) • Three-Tiered Student Support Model
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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.
August 2017	June 2018	School personnel will send home a parent needs assessment in order to gather baseline data on parent feelings and opinions of assorted school resources. This data will be used to inform and improve school-home communication practices.
August 2017	August 2017	School personnel will mail each home a family folder that contains: list of student services and contact information, Office 365 informational pamphlet, Parent Portal registration form and SchoolTool/Parent Portal informational pamphlet. This provides parents with opportunities to open communication channels with the school.

September 2017	October 2017	DCC and/or staff members will host two Parent Academies on Office365 and Parent Portal/SchoolTool app, assisting parents in gaining access to real-time student averages, grades, attendance, and assignments, allowing parents to better track student achievement.
September 2017	June 2018	Technology Team will develop a plan to communicate with and provide information to parents that includes social media (Facebook & Twitter), email, and YouTube, platforms that are more familiar and user-friendly for a majority of parents.
September 2017	June 2018	District and building-level administration, school counselors and key community members will collaborate to provide opportunities and disseminate information to students and families regarding college pathways vs. career/trade/work pathways, allowing students to make more informed choices regarding post-high school plans.
September 2017	September 2017	All students will attend a presentation regarding the ICP (Individual Career Plan), a college or career pathways a interest survey on post-graduation plans; this data will allow better dissemination of information and opportunity notifications to interested students and their families.
September 2017	May 2018	All students will be given a attend a presentation on setting post-high school goals and ways to achieve them; a follow-up college/career interest survey will provide baseline data regarding post-graduation plans, allowing the administrators and school administrators to make informed decisions regarding scheduling and student needs for the 2018-2019 school year.