

<b>LEA Name:</b>	Elmira City School District
<b>LEA BEDS Code:</b>	070600010020
<b>School Name:</b>	Elmira High School

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2018-2019 School Comprehensive Education Plan (SCEP)

<b>Contact Name</b>	Christopher J. Krantz	<b>Title</b>	Principal
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<b>Website for Published Plan</b>	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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

**THE SIGNATURES BELOW CONFIRM APPROVAL.**

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
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)

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	
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	

## SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

- Tenet 1: District Leadership and Capacity

	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
X	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).

Teachers and Students have re-focused on the importance of literacy in all academic areas. Teachers are utilizing a common literacy vocabulary and skills. This year's focus was on vocabulary development with 78% of classroom posting vocabulary walls and 100% of classroom implementing vocabulary protocols during instruction.

- 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.

Rather than adhering to "one-size-fits-all" professional development, EHS offered differentiated PD to staff that best fit everyone's needs. The smaller groupings and choice was very popular and beneficial to staff. We will continue to incorporate as much differentiation and choice as possible into the 2018-2019 PD Calendar.

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

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

- School Leaders will more closely monitor the effectiveness of PLCs and PDs and establish an ongoing cycle of systems-review to ensure that organizational, curricular, and instructional practices lead to overall school improvement.

- Teachers will check for understanding on a more frequent basis and use that data to adjust instruction and benefit student learning and achievement.

- School leaders will provide more frequent targeted review and specific, timely feedback for teachers.

- EHS will develop and monitor a system that tracks social and emotional health programs and their impact on students/

- Creation of a Family and Community Outreach Task force will facilitate better school-home-community communication.

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

- Better establish procedural, content and accountability expectations for PLC and PD session that will lead to data-driven instruction and higher student achievement.

- Teachers need to collect formative data and use it to drive instruction.

- School administrators need to develop a walkthrough calendar and provide teachers with individualized, targeted feedback focusing on formative assessment and data-driven instruction.

- School leaders and student support staff need to develop a protocol that enumerates social and emotions developmental program availability, student participation, and program effectiveness.

- Community and family outreach needs to expand contacts to households who do not have internet access regarding school activities, and this contact information needs to include school goals, school-related data, college and career readiness information, and mental health and community agency assistance.

- 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.

In addition to adopting the Elmira City School District mission statement and Elmira High School's Core Beliefs and Commitments, EHS has developed a abbreviated, easily remembered Mission Statement to put in from of students, staff, and community. *"It's All About the E: EHS-Empathetic, Empowered, and Engaged in Learning."* This statement ties into all of our identified Tenet needs. In 2017-18, we became a Rachel's Challenge School and will continue to work towards improved student social-emotional needs-especially in showing students, staff, and community how to create more open and welcoming environments for all. We expect both students and staff to become more empowered in better decision making and greater achievement-it is about finding a mature and confident voice based on the last item, engagement in learning. We are all part of the education and learning process, and we will nurture this participation and engagement through thoughtful lessons in and out of the classroom.

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

- We look to continue to improve graduation rates for all identified subgroups by 2% each year.

- We look to move 5% of students at a primary reading level to an intermediate reading level, and 5% of students reading at an intermediate level to a secondary level.

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

EHS will continue to develop and monitor data collection protocols and use data analysis to drive instructional, pedagogical, social-emotional , and community engagement decisions.

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

Professional Development Fatigue-teachers think they are conducting far more Formative Assessments and using that data to differentiate instruction than evidence shows. To combat this, school leaders will take a much more one-to-one approach in data collection through increased walkthroughs and feedback, and the DCC will provide differentiated PD at least once per month to better address teachers current practices.

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

- Professional development will target on expanding Formative Assessment leading to data-driven instruction. We will also begin transitioning to the Next Generation Standards, paying a lot of attention to how the emphasis on reading, writing , and math literacy tie into the existing building literacy focus. PD will be differentiated to better address staff needs and to model best practices.

- Staff believes they are using Formative Assessment for Data-Driven Instruction, but school leader will monitor this through scheduled walkthroughs and provide targeted feedback to follow up on individually on teacher's strengths and weaknesses.

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

- Increased classroom presence followed up with specific targeted feedback on best practices related to formative assessment, data-driven instruction, and higher cognition-highly engaged instruction.

- Differentiated Professional Development that meets educators

- 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.

- A summary will be placed in the summer folder which is mailed home to all incoming students and families.

- Information will be available at the Task Force table available at highly attended public events.

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	December 12-14, 2017
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team (IIT) Visit

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	Professional Learning Communities provide structured, collaborative work time for teachers, but building leaders do not regularly attend, guide agendas, or hold teachers accountable for implementing tasks such as data analysis leading to data-driven decisions for curriculum and instruction; EHS lacks systems where school leaders, teachers, and staff routinely collect and provide feedback regarding curricular, behavioral, or academic data to help inform programmatic and instructional decisions.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Beginning in September, 2018, school leaders will develop, implement, and monitor systems affecting 100% of school leaders', teachers', and staff's collection and analysis of curricular, behavioral, and academic data and track how DDI informs programmatic and instructional decisions. This will be measure by a 5% improvement in walkthrough data measuring Formative Assessment, a 2% increase in student passing rates on 5 week interim and grade reports, and a 2% increase in graduation rates.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>• PLC Data Collection Tool (New)</li> <li>• Walkthrough Data</li> <li>• PD Data Review</li> <li>• Attendance Data</li> <li>• Read 180 and System 44 Data</li> <li>• NWEA Data</li> </ul>
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Summer 2018		ACTIVITY: Create PLC Data Collection tool WHO IS RESPONSIBLE: School Leaders and DCC WHO WILL PARTICIPATE: School Leaders and DCC HOW OFTEN: Once DISTRICT MONITORING: PLC Meetings and PLC Data Collection Reports
September-18		ACTIVITY: Introduce PLC Data Collection Tool, PLC Expectations WHO IS RESPONSIBLE: School Leaders WHO WILL PARTICIPATE: All Teaching and Administrative Staff HOW OFTEN: One introduction (with follow-up as necessary) DISTRICT MONITORING: PLC meetings and Access PLC Data in order to monitor DDI discussion and implementation.

September-18	June-19	ACTIVITY: Each School Leader will attend a minimum of one PLC meeting per week and monitor submitted PLC Data Collection Tools WHO IS RESPONSIBLE: School Leaders WHO WILL PARTICIPATE: All Teaching and Administrative Staff HOW OFTEN: A minimum of one PLC visit per week and a bi-weekly monitoring of the PLC Data Collection Tools. DISTRICT MONITORING: PLC meetings and Access PLC Data in order to monitor DDI discussion and implementation.
October-18	May-19	ACTIVITY: Complete Walk-Throughs according to prescribed schedule WHO IS RESPONSIBLE: School Leaders WHO WILL PARTICIPATE: School Leaders HOW OFTEN: 2 Walkthroughs per day per School Leader DISTRICT MONITORING: Walkthrough
Summer 2018		ACTIVITY: Amend current Walkthrough Tool WHO IS RESPONSIBLE: School Leaders and Supervisor of Academic Excellence WHO WILL PARTICIPATE: School Leaders and Supervisor of Academic Excellence HOW OFTEN: Once DISTRICT MONITORING: Walkthrough Data
September-18	June-19	ACTIVITY: Analyze Walkthrough and PLC Data and use it to drive differentiated PD WHO IS RESPONSIBLE: School Leaders and DCC WHO WILL PARTICIPATE: School Leaders and DCC HOW OFTEN: Twice per month DISTRICT MONITORING: Professional Development Agendas

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>		<b>Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		December 12-14, 2017
<b>B2. DTSDE Review Type:</b>		Integrated Intervention Team (IIT) Visit
<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>		Based on feedback and the rationale from the final report of the IIT Visit, the majority of visited classroom teachers do not collect formative student data or use frequent checks for understanding to adjust instruction, and those who do ask low-level questions without probing further to encourage higher-order thinking; in addition, lesson plans did not align to classroom instruction and, since they are not frequently submitted to school leaders, targeted feedback is not given.
<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>		Beginning in September, 2018, 100% of teachers will plan and implement strategies to collect formative student data and utilize that data to adjust instruction on a daily basis; school leaders will monitor data collection through walkthroughs, PLC minutes, and lesson plans and provide frequent and regular actionable feedback to teachers. This will be measured using 5 week interim passing rates to see a 2% increase.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		<ul style="list-style-type: none"> <li>•walkthrough data</li> <li>•lesson plans</li> <li>•PLC minutes that capture shared student assessment data</li> <li>•student 5 week passing rates</li> </ul>
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
September-18	June-19	ACTIVITY: teachers will collect daily formative assessment data WHO IS RESPONSIBLE: classroom teachers and school leaders WHO WILL PARTICIPATE: classroom teachers and school administrators HOW OFTEN: daily DISTRICT MONITORING:
September-18	June-19	ACTIVITY: PLCs are data meetings using DDI worksheet-maintain minutes WHO IS RESPONSIBLE: PLC members (teachers, counselors, etc) and school administrators WHO WILL PARTICIPATE: PLC members HOW OFTEN: 80 minutes per week DISTRICT MONITORING:

September-18	June-19	ACTIVITY: School leaders perform minimum of 2 walkthroughs per day and provide timely, actionable feedback focusing on DDI WHO IS RESPONSIBLE: school administrators WHO WILL PARTICIPATE: classroom teachers and administrators HOW OFTEN: 2 per day DISTRICT MONITORING:
September-18	June-19	ACTIVITY: monitor 5 week passing rates in the 4 core areas WHO IS RESPONSIBLE: Core PLC's and Counselors/Registrar WHO WILL PARTICIPATE: Core PLC's, Counselors HOW OFTEN: every 5 weeks DISTRICT MONITORING:
September-18	June-19	ACTIVITY: Lesson plans collected on rotating schedule and teachers provided with actionable feedback WHO IS RESPONSIBLE: Administration WHO WILL PARTICIPATE: All teachers and administration HOW OFTEN: As scheduled DISTRICT MONITORING:

## Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>		<b>Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent</b>
<b>B1. Most Recent DTSDE Review Date:</b>	December 12-14, 2017	
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team (IIT) Visit	
<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	Based on feedback and the rationale from the final report of the IIT Visit, teachers lack sufficient instructional monitoring and targeted, personalized feedback on areas of need and areas of strength because school leaders do not prioritize data collection and feedback; professional development needs to focus more on instructional strategies and provide meaningful follow-up.	
<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	100% of teachers will receive targeted, personalized feedback on the strengths and needs of pedagogy; the walkthrough data will be used to recognize instructional trends and needs to address in differentiated Professional Development. This will be measured by walkthrough data collected using the Walkthrough Tool to show an increase in the use of formative assessments to meet the needs of all students.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>•instructional trends and gaps identified through walkthrough data</li> <li>•administrative feedback to teachers from informal classroom walk throughs</li> <li>•professional development evaluations</li> </ul>	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August-18		ACTIVITY: Create Walkthrough Calendar WHO IS RESPONSIBLE: School Leaders WHO WILL PARTICIPATE: School Leaders HOW OFTEN: Once DISTRICT MONITORING: Walkthrough Data
September-18	June-19	ACTIVITY: All members of administrative team will conduct weekly walkthroughs (a minimum of 2 per day) and provided targeted feedback on pedagogical strengths and needs. WHO IS RESPONSIBLE: School Leaders WHO WILL PARTICIPATE: School Leaders and Teachers HOW OFTEN: 2 per day per School Leader DISTRICT MONITORING: Walkthrough Data

August-18	June-19	ACTIVITY: School Leader and Data and Curriculum Coordinator will create a targeted Professional Development calendar that will include a minimum of one Professional Development session per academic month. WHO IS RESPONSIBLE: School Leader and DCC WHO WILL PARTICIPATE: All ETA Staff, School Leaders HOW OFTEN: Once with adjustments made monthly per data review DISTRICT MONITORING: Professional Development Calendar and PD Agendas
September-18	June-19	ACTIVITY: School Leader and Data and Curriculum Coordinator will present differentiated Professional Development that includes necessary follow-up and feedback. WHO IS RESPONSIBLE: School leader and DCC WHO WILL PARTICIPATE: All ETA Staff, School Leaders, DCC HOW OFTEN: at least once per month DISTRICT MONITORING: PD Agendas
September-18	October-18	ACTIVITY: Collect baseline data WHO IS RESPONSIBLE: WHO WILL PARTICIPATE: HOW OFTEN: DISTRICT MONITORING:

**Tenet 5: Student Social and Emotional Developmental Health**

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	December 12-14, 2017
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team (IIT) Visit

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	Based on feedback and the rationale from the final report of the IIT Visit, a variety of community-based social services agencies and in-school services provide supports to students with social and emotional developmental health needs, but there are no instruments in place to collect and analyze data, to prevent unnecessary duplication of services, or to follow up with students receiving services to check effectiveness; as a result school counselors cannot give specifics about programming or students receiving programming.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Beginning with the first 5 week interim progress report in October 2018, 100% of students who receive community-based and in-school social services during the 2018-2019 school year will be monitored for a 2% improvement over 2017-2018 data. This will be measured by data collected on class and program attendance, grades, credits, and discipline referrals.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>•Attendance (class and program)</li> <li>•Referrals</li> <li>•Grades</li> <li>•Excel student list of services</li> <li>•Identified Student Survey Results</li> </ul>

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
June-18	September-18	ACTIVITY: Create community-based and in-school social and emotional developmental health service tracking instrument. WHO IS RESPONSIBLE: Tenet 5 Committee WHO WILL PARTICIPATE: All school counselors, at-risk committee, data point person HOW OFTEN: 1-2 meetings DISTRICT MONITORING: Microsoft shared new tracking tool
Summer 2018		ACTIVITY: Create a data collection tool for agencies and in-school supports to provide data for the tracking instrument. WHO IS RESPONSIBLE: At-Risk Coordinator WHO WILL PARTICIPATE: all agencies, all school counselors, at-risk committee HOW OFTEN: Once DISTRICT MONITORING: Collection Tool

August-18	October-18	ACTIVITY: Set up introductory and follow-up meetings with all agency stakeholders to discuss data monitoring and collection that will be used in the tracking instrument. WHO IS RESPONSIBLE: APs, At-Risk Coordinator WHO WILL PARTICIPATE: A.P.s, At-Risk Coordinator and service provider HOW OFTEN: 1 Initial meeting; follow up as needed DISTRICT MONITORING: Microsoft shared new tracking tool
May-18	VARIES	ACTIVITY: Students who received in-school services complete a survey evaluating services they received. WHO IS RESPONSIBLE: A.P.s, At-Risk Coordinator, DCC WHO WILL PARTICIPATE: All students receiving in-school services HOW OFTEN: At close of receiving services/program or at close of each semester. DISTRICT MONITORING: survey results
August-18	June-18	ACTIVITY: Update Registrar if receiving services status changes in order to keep SchoolTool "flag" updated. WHO IS RESPONSIBLE: At-Risk Coordinator, Registrar, Director of Pupil Personnel WHO WILL PARTICIPATE: EHS staff with SchoolTool access HOW OFTEN: updated every 5 weeks DISTRICT MONITORING: SchoolTool

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	December 12-14, 2017
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team (IIT) Visit

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	Based on feedback and the rationale from the final report of the IIT Visit, there is a gap in communication with homes who lack internet access, who have complicated work schedules, or who change communication access; in addition, many parents do not know basic facts about Elmira High School such as graduation rates, Focus School status, and available community agency services.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	Beginning in September 2018, task force members will utilize high profile school events to inform families and community members, who may not have internet access, about important school related information. This will be measured using a tally system of contacts and a 3% increase on questions 46-50 on the Student Voice Survey.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>•FCOC Outreach Data</li> <li>•SchoolTool Account Data</li> <li>•Home Contact Logs</li> <li>•Parent and Community Tally Data</li> </ul>

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
August-18	September-18	ACTIVITY: Organize Task Force WHO IS RESPONSIBLE: FCOC WHO WILL PARTICIPATE: members to be determined HOW OFTEN: Once DISTRICT MONITORING: FCOC report
September-18	February-19	ACTIVITY: Select a minimum of two events to attend and distribute important school and community engagement related materials WHO IS RESPONSIBLE: FCOC Task Force WHO WILL PARTICIPATE: FCOC Member HOW OFTEN: twice DISTRICT MONITORING: FCOC Report

August-18	September-18	ACTIVITY: Tally contacts at community events WHO IS RESPONSIBLE: FCOC Task Force WHO WILL PARTICIPATE: distribution volunteers HOW OFTEN: twice DISTRICT MONITORING: Tally of contacts
July-18	June-19	ACTIVITY: Create Community Engagement materials for distribution WHO IS RESPONSIBLE: FCOC Task Force WHO WILL PARTICIPATE: FCOC Task Force HOW OFTEN: ongoing DISTRICT MONITORING: FCOC Report