

LEA Name:	
LEA BEDS Code:	
School Name:	Ernie Davis Academy

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Carrie Rollins	Title	Principal
Phone	607.735.3104	Email	crollins@elmiracityschoos.com
Website for Published Plan	www.elmiracityschoos.com		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
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)
5.16.17	Principal's Office		
5.17.17	Principal's Office		
5.18.17	Main Office Conference Room		
6.14.17	DCC Office		
6.19.17	Principal's Office		

Name	Title / Organization	Signature
Carrie Rollins	Principal	
Caleb Stoner	Assistant Principal	
Joseph Allison	Assistant Principal	
Kelly Doherty-Maggs	Assistant Principal	
Jason Manwaring	Assistant Principal	
Nicole Burt	Data Curriculum Coordinator	
Amanda Sullivan	Data Curriculum Coordinator	
Kevin Connolly	Data Curriculum Coordinator	
Laurie Marchesani	Social Studies Teacher	
Dave Stonitsch	Math Teacher	
Tammy McCarthy-Woodard	Math AIS Teacher	
Dave Perkins	Social Studies Teacher	
Mary Sindlinger	English Teacher	
Steve Mastronardi	School Counselor	
Paul Waters	Special Education Teacher	

School Information Sheet

School Information Sheet							
Grade Configuration	8-9	Total Student Enrollment	856	% Title I Population	100	% Attendance Rate	90.25
% of Students Eligible for Free Lunch		% of Students Eligible for Reduced-Price		% of Limited English Proficient Students	0.35	% of Students with Disabilities	13.55

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.23	% Black or African American	14.25	% Hispanic or Latino	2.8	% Asian, Native Hawaiian / Other Pacific Islander	0.46	% White	77.1	% Multi-Racial	5.14

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	3	# of Deans	1	# of Counselors / Social Workers	4
% 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	19	Average # of Teacher Absences	15

Overall State Accountability Status							
Priority School	no	Focus School Identified by a Focus District	yes	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	17.8	Math Performance at Level 3 and Level 4	26.3	Science Performance at Level 3 and Level 4	55.7	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

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

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

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

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

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

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

To ensure rigorous, coherent curricula and assessments, EDA required the use and submission of a common, CCLS-aligned, school-wide lesson planning template. Teachers did submit plans regularly and received feedback using a feedback template.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

We removed PLC learning logs as a performance indicator because the learning logs offer more qualitative data rather than quantitative. Providing the number of learning logs submitted each week only demonstrates compliance rather than the effectiveness of the PLC format in moving students & EDA forward. We also removed SCEP Leadership Team minutes & agendas because they offer more qualitative data rather than quantitative data.

In developing the CURRENT YEAR'S plan:

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

1) utilization of "look fors" walk-through document; develop a staff PD and PLC schedule 2) teachers constructing data-driven high,quality lesson plans reflective of class profiles 3) develop and implement a 4-tier school within a school model 4) conduct a family needs assessment

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

1) construct high-quality, data-driven lesson plans reflective of class profiles 2) conduct frequent classroom walk-throughs to identify instructional strengths and areas in need of improvement 3) change the building PD and PLC schedule so that more staff can attend both structures, as well as to increase the use of data to drive instruction 4) provide students with a personalized learning environment to meet academic, social/emotional and behavioral needs; identify families' wants and needs to foster the family-school partnership

- 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.

The guiding principles of the school have been written as Core Beliefs. These beliefs will be the driving force behind the work done in the building throughout the year. The Core Beliefs are: utilize identified protocols and strategies to develop high quality instruction focused on learning outcomes, create a safe and supportive learning environment that fosters growth for all, develop lifelong learning skills that fulfill the social, emotional and academic needs of all learners, and build a culture of collaboration between staff and families leading to increased achievement required for college and career readiness.

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

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

1) administration will conduct frequent classroom walk-throughs using a universal "look fors" template to identify instructional elements 2) in regular and frequent professional development sessions and professional learning community sessions, staff will utilize data to construct high-quality lessons reflective of student needs 3) 80-minute class period for 9th graders

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

1) transitioning to 2 different schedules (one for 8th graders and one for 9th graders) could be a challenge just because it's a change for staff and former 8th graders 2) finding the time to conduct walk-throughs as assistant principals spend a substantial amount of time on student discipline, contacting families and supporting teachers with student discipline issues 3) adjusting to a schedule in which professional development is offered in the mornings and PLCs meet in the afternoon 4) transitioning into a school within a school approach as it's a change for all staff and all students in terms of time, structure, expectations and implementation

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

Much of EDA's professional development will target providing high-quality instruction in the 80-minute block, as well as using data to inform and driven instruction.

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

Opportunities such as parent academies and Open House provide a platform for school leaders to strengthen home-relationships while also sharing the school's vision and expectations; faculty meetings and professional development sessions are utilized to inform staff and build collegial relationships. Ernie Davis will also utilize school newsletters, Parent Portal, and auto-dialer to communicate with the family and the community.

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

The plan will be available on the Elmira City School District website as well as verbally shared during parent academy sessions.

- **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 2014-2015 identification period)

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

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

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

We continue to make adjustments in the redesigning of the school day, week or year to include additional time for student learning and teacher collaboration. While we did see some positive outcomes from lengthening our class periods and minimizing study halls, we continued to find that there was a gap in

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.

To evaluate the implementation of the Principle we reviewed achievement results from content areas. While the transition in schedule allowed for longer class periods and a stronger focus on educational priorities, data did not show this as a turnaround. For example, English 9 experienced 89% passing for MP 1, with a decrease to 73% for MP 3. This comparison holds true in several content areas. What this data analysis showed us is

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

In December the Instructional Planning team was formed to reflect on the schedule that was implemented for the 2016 - 2017 school year. From this reflection, exploration took place of schedule structures that would allow us to focus more on student learning opportunities. The review of several schedule structures, input from staff via a staff survey and development of professional development opportunities, EDA will focus on the continued 8 Period Day, 48 minute class period length while the 9th grade will transition to an 80 minute block structure. With these structures our Barriers to Learning Team is exploring a School Within a School Model, using a 4 Tiered Response approach to support students who are experiencing difficulty academically,

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					
Student Credit Accruals (HS Students)				Y	
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				Y	
Student Discipline Referrals				Y	
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development		Y			
Parent Attendance at Workshops					
Parent Participation in District/School Surveys					
Staff-Created "Look Fors" Walk-Through Template	Y		Y		
Staff Lesson Plans			Y		
Monthly PLC Attendance Rates		Y			
ECSD: Ernie Davis Academy Family Needs/Interests Survey Data and Commentary (number completed, responses and commentary)					Y
PLC Documentation Microsoft Form	Y	Y			
Danielson Rubric Ratings (informal and formal teacher observations)	Y		Y		
Marking Period Passing Rates			Y		
Marking Period Failure Rates			Y		
	3	3	5	3	1

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:	6.1.17
B2. DTSDE Review Type:	School Review with District Oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Because 4/5 of the administration team are in their 1st or 2nd year of administration, much of the focus has been spent adjusting to their new position and completed classroom walk-throughs have been low in number. Recognizing that, not suprisingly our data from staff shows that. Almost 39% of staff believe "our school leaders frequently visit our classrooms, conducting informal walkthroughs" and 54% agree with the statement, "I receive helpful instructional feedback and guidance from our 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.	By June 2018, 100% of administrators will utilize a staff-created "look fors" classroom walk-through duplicate template to conduct at least 325 walk-throughs in the year to ensure high-quality instruction exists at EDA leading to increased student success. This will be measured using data collected during walk-throughs which will be shared with PLCs regularly and will be a component of regular data-driven administration meetings. The elements found within the PLC documentation Microsoft form and Danielson Rubric ratings from both informal and formal observations will be other measurement means.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Staff-Created "Look Fors" Walk-Through Template PLC Documentation Microsoft Form Danielson Rubric Ratings (informal and formal teacher observations)

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8.30.17	10.15.17	Teachers and administrators will collaboratively create a classroom walk-through duplicate template in which essential instructional "look fors" are identified. Responsible: All teachers and administrators Participants: All teachers and administrators Frequency: 1-2 sessions Intended Impact: All staff understand EDA lesson plan expectations and implement quality lesson plans to meet the diverse needs of students
8.30.17	10.15.17	Administration will create a system identifying which administrator will informally observe what teacher and when. Responsible/Participants: Administration Frequency: 1 time Intended Impact: To keep walk-throughs manageable for administrators, to keep walk-through data regular and consistent, and to observe teachers through the lenses of all administrators
9.6.17	11.1.17	At a staff meeting/professional development session and through email, administration will share the finalized classroom walk-through "look fors" template with staff before walk-throughs begin. Responsible: Administration Participants: Teachers Frequency: 1 time Intended Impact: Teachers will understand what instructional elements administrators will expect to see when informally observing classrooms
11.15.17	5.15.18	Administration and Data Curriculum Coordinators will disseminate classroom walk-through "look fors" data with PLCs at least every other month. Responsible: Administration and Data Curriculum Coordinators Participants: PLCs Frequency: At least every other month Intended Impact: To informally assess instructional effectiveness, promotes accountability, helps to build a school instructional profile, promotes dialogue regarding ways to improve instructionally
11.15.17	5.15.18	Administration will analyze and discuss classroom walk-through "look fors" data at regular data-driven administration meetings. Responsible/Participants: Administrators Frequency: Monthly Intended Impact: To informally assess instructional effectiveness, promotes accountability, helps to build a school instructional profile, promotes dialogue regarding ways to improve instructionally

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:	6.1.17
B2. DTSDE Review Type:	School Review with District Oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Although Ernie Davis staff members participate in 3 hours of professional development per month and meet in weekly, 40-minute professional learning communities (PLCs), administration is aware that not all staff regularly attend and/or participate for a variety of reasons. We have several staff with after-school coaching responsibilities, therefore they miss much of the year's professional development. Many PLCs feel 40 minutes per week is just not enough time to engage in data-driven inquiry, discussion and action. Our staff survey confirms this as seen by 57.8% of staff agreeing with "our school leaders make certain we have relevant, targeted professional development" and 61.5% believe "our school leaders help to build a
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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 January 2018, 100% of teaching staff and administrators will fully implement a PD/PLC system in which both teachers and administrators engage in professional development occurring in the mornings (before school starts) and will engage in data-driven PLCs occurring in the afternoon (after student dismissal). This ensures teachers understand how to develop, modify and offer a rigorous curriculum leading to academic success and will be measuring using teacher attendance at PD, monthly PLC attendance, and elements found on the PLC documentation Microsoft form.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Monthly PLC Attendance Rates PLC Documentation Microsoft Form

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.
7.1.17	9.15.17	Administrators will devise a schedule in which teaching staff participate in professional development before the start of the school day and will participate in PLCs after student dismissal. Responsible: Administrators Participants: Administrators Frequency: 1-2 meetings Intended Impact: An increase in the number of staff will participate in professional development
9.6.17	11.15.17	Administrators and Data Curriculum Coordinators will create and share protocols for how teachers will take best practices attained from professional development, implement those best practices into their classrooms and will assess their effectiveness from analyzing lesson artifacts during data-driven PLCs. Responsible: Administrators and Data Curriculum Coordinators Participants: Teachers Frequency: 2-3 times and as needed Intended Impact: Students will receive common, high-quality instruction regardless of their assigned teacher

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:	6.1.17
B2. DTSDE Review Type:	School Review with District Oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Ernie Davis teachers do submit regular lesson plans to administration but plans often don't reflect how struggling students or students in need of acceleration will receive instruction to meet their needs. According to the spring 2017 school performance scan, 74.2% of staff believe "teachers consistently differentiate activities and materials to meet students' needs" and 72.1% agree with the statement "teachers in this school effectively use a variety of strategies during critical input to meet learners' diverse needs." Lastly, almost 59% of staff believe "classes in this school can be characterized as 'students involved in higher-level thinking'".
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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 December 2017, 100% of teachers will construct data-driven lesson plans reflective of their classroom profiles and individual students' needs to ensure high levels of student engagement and inquiry leading to increased student achievement. This will be measured using the "look fors" within the walk-through template, the evaluation of submitted lesson plans, the Danielson Rubric ratings from both formal and informal observations, and marking period passing rates and failures.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Staff-Created "Look Fors" Walk-Through Template Staff Lesson Plans Danielson Rubric Ratings (informal and formal teacher observations)

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9.6.17	10.15.17	At the beginning of the school year and before the first lesson plan submission, administrators will share lesson plan expectations (essential instructional elements, submission guidelines, and feedback protocols) with teaching staff. Responsible: Administration Participants: Teachers Frequency: 1 time Intended Impact: All teaching staff will understand the building's instructional expectations so that all students are exposed to high-quality instruction
9.6.17	9.30.17	Data Curriculum Coordinators will provide teachers with NYS assessment data, NWEA assessment data, and other relevant data at the beginning of the school year as well as throughout the year as data becomes available. Responsible: Data Curriculum Coordinators Participants: Teachers Frequency: at least 3 times per year Intended Impact: Help to inform how student groups could be created, to provide differentiation for students and to identify any contradictions to what you see in classroom performance
9.6.17	11.15.17	Administrators and Data Curriculum Coordinators will professionally develop teachers using data protocols to analyze their student data to formulate a classroom profile for each class Responsible: Administrators and Data Curriculum Coordinators Participants: Teachers Frequency: 2-3 times Intended Impact: Instructional staff will differentiate instruction depending on the needs of individual students and depending on the class profile as a whole
9.6.17	5.15.17	Administrators and Data Curriculum Coordinators will provide ongoing professional development targeting instructional elements on an ongoing basis depending on trends in classroom walk-through "look fors" and in lesson plans. Responsible: Administrators and Data Curriculum Coordinators Participants: Teachers Frequency: ongoing, as needed Intended Impact: Teachers will make timely, actionable changes so that all students receive high-quality, consistent instruction

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:	6.1.17
B2. DTSDE Review Type:	School Review with District Oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Through conversations with staff, teacher/administration liason committee concerns and school performance scan data, Ernie Davis acknowledges that student social-emotional health is a priority for the 17-18 school year. Although we have made progress in this area, we understand the need for additional changes. Fifty-four percent of staff believe "we have an effective system for developing and building social-emotional health" and only 20% agree with the statement "student behavior does not interfere with instruction." Also, 31.3% of staff believe "our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties."
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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 administrators, support staff and teachers will fully implement a 4-tier school within a school approach to remove barriers to learning, develop social-emotional skills, and to allow students to be academically successful. This will be measured using the number of credits 9th graders accrue, student suspension rates, and by the number of student discipline referrals.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Credit Accruals (HS Students) Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

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.
7.1.17	9.1.17	Administrators and school counselors will construct an 80-minute block schedule for grade 9 students and a 43-minute period schedule for most grade 8 students. Responsible/Participants: Administrators and school counselors Frequency: 1 time (adjustments made throughout the year as needed) Intended Impact:
7.1.17	6.22.18	Administrators and school counselors will identify and place students in appropriate tiered "schools within a school". Responsible/Participants: Administrators and school counselors Frequency: before the start of the school year and as needed throughout the year Intended Impact: An increase in student attendance and achievement for at-risk students through the placement in a personalized learning environment
9.6.17	10.31.17	Administrators and school counselors will share the 4-tier school within a school model and its components with all staff at the beginning of the school year. Responsible: Administrators and school counselors Participants: All staff Frequency: At the beginning of the school year and as needed throughout the school year Intended Impact: All staff will be aware of the various options possibly available for at-risk students
9.6.17	10.31.17	Administrators and support staff (school counselors, special educators, school psychologist, outside agencies) will construct a regular meeting schedule to assess the effectiveness of the provided, tiered supports for identified students. Responsible/Participants: Administrators and support staff Frequency: 1-2 times Intended Impact: Establish a clear vision for EDA's ongoing cycle of instructional improvement

9.6.17	6.22.18	Administrators, support staff (school counselors, special educators, school psychologist, outside agencies) and families will meet regularly to assess the effectiveness of the tiered, provided supports for identified students and make needed adjustments. Responsible/Participants: Administrators, support staff and families Frequency: 1 time per month for tier 1 students and 2 times per month for tier 2 and 3 students Intended Impact: Establish a clear vision for EDA's ongoing cycle of instructional improvement
7.1.17	5.15.18	Administrators and Data Curriculum Coordinators will provide professional development to all staff regarding engagement in an 80-minute class. Responsible: Administration and Data Curriculum Coordinators Participants: Teaching staff Frequency: 2-4 times, and as needed Intended Impact: To increase the amount of time students are engaged in on-task, high-quality instruction within an 80-minute block

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:	6.1.17
B2. DTSDE Review Type:	School Review with District Oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Ernie Davis Academy has adequate parent attendance at sporting events and performing arts events but struggles when it comes to gatherings such as Open House and parent-teacher conferences. Our school performance scan survey data supports this. About 52% of staff agree with the statement "as a school, we are effective in maintaining the home connections," 51.6% believe "as a school, we invite families to offer input on the direction of our school," and 43.3% agree with the statement "we conduct needs assessments with families so that we understand their interests and concerns."
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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 November 2017, 100% of administrators and support staff will conduct a parents and family needs assessment to identify opportunities in which staff and families can learn from each other ensuring academic achievement and social-emotional growth. This will be measured by the number of ECSD: Ernie Davis Academy Family Needs/Interests Survey Data and Commentary surveys completed as well as the data gleaned from the needs assessment.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	ECSD: Ernie Davis Academy Family Needs/Interests Survey Data and Commentary (number completed, responses and commentary)

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.
9.15.17	10.15.17	Administration will contact Penny Ciaburi at PLC Associates to activate the ECSD: Ernie Davis Academy Family Needs/Interests Survey Data and Commentary live link. Responsible: Administrators Frequency: 1 time Intended Impact: To gather the needs and interests of our families using technology in order to identify next steps in fostering the family-school partnership
9.6.17	9.30.17	School counselors will contact the GST BOCES print shop to make hard copies of the ECSD: Ernie Davis Academy Family Needs/Interests Survey Data and Commentary. Responsible: School counselors Frequency: 1 time Intended Impact: To gather the needs and interests of our families without access to technology in order to identify next steps in fostering the family-school partnership
9.15.17	10.15.17	Administration and school counselors will distribute the ECSD: Ernie Davis Academy Family Needs/Interests Survey Data and Commentary link via email to EDA families. Responsible: School counselors Participants: EDA families Frequency: 1 time Intended Impact: To gather the needs and interests of our families to identify next steps in fostering the family-school partnership
9.15.17	10.15.17	School counselors will distribute a hardcopy of the ECSD: Ernie Davis Academy Family Needs/Interests Survey Data and Commentary to families at EDA's fall Open House. Responsible: School counselors Participants: EDA families Frequency: 1 time Intended Impact: To gather the needs and interests of our families while in the building in order to identify next steps in fostering the family-school partnership
9.15.17	6.22.18	The school psychologist will distribute a hardcopy of the ECSD: Ernie Davis Academy Family Needs/Interests Survey Data and Commentary at CSE meetings. Responsible: School psychologist Participants: EDA Families Frequency: 1 time Intended Impact: To gather the needs and interests of our families while in the building in order to identify next steps in fostering the family-school partnership
