

LEA Name:	Elmira City School District
LEA BEDS Code:	07060001007
School Name:	Fassett Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Mary C. Cox	Title Principal	
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.

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

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the 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 Information Sheet

School Information Sheet							
Grade Configuration	PK-2	Total Student Enrollment	389	% Title I Population	100%	% Attendance Rate	93%
% of Students Eligible for Free Lunch	76.60%	% of Students Eligible for Reduced-Price	2.21%	% of Limited English Proficient Students	0	% of Students with Disabilities	16%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.27%	% Black or African American	14.00%	% Hispanic or Latino	2.00%	% Asian, Native Hawaiian / Other Pacific Islander	0.00%	% White	66.00%	% Multi-Racial	20.00%

School Personnel							
Years Principal Assigned to School	5	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1
% 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	9%	Average # of Teacher Absences	15

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

School Information Sheet

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

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

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | Tenet 6: Family and Community Engagement |

In reflecting on the **PREVIOUS YEAR'S** PLAN:

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

The implementation of the Skills Strand this year has significantly impacted how instructional staff deliver phonics (code) instruction. Prior to its use staff delivered this type of instruction using a variety of materials and approaches. The Skills Strand has provided a common approach, vocabulary, strategies and a sequential scope and sequence of lessons for K-2. Starting in Kindergarten teachers are immersing students in the identification and segmenting of letter sounds, instead of letter names. This year we shared out at professional development sessions what was being covered at that time in the Skills Strand in each grade level. This allowed instructional staff to better understand the vertical alignment of the content. One observation consistently shared by Kindergarten teachers is the ability of students to segment and blend words much earlier. The writing produced this year was impressive. Also our percentage of students reading at or above grade level increased from 7-15% in Grades K-2.

- 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 realized that the walk-through process, while giving us some general information was not targeted or specific enough and did not provide feedback. We started towards the end of the year to only include 1-2 focus areas, which allowed for more detailed information to be collected, as well as opportunities for feedback to be given. Next year we will only have one target or focus area at a time per month for walk-throughs and also a formalized feedback process. Teachers who are consistently utilizing best practices and seeing student achievement results, should receive that feedback. Teachers who are either unsure or not utilizing these practices also need to review feedback. We also changed the amount of time given to the GRAIR block in Grade 2 classes when we saw the data for number of students reading at or above grade level. Adding time in GRAIR and restructuring our intervention groups in Skills made an impact for Grade 2.

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

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

We are excited for our more targeted, specific walk-through focus and feedback systems. Spending time on the Danielson rubric, allowing instructional staff to reflect and set personal goals will help keep everyone focused on best practices. We also look forward to continuing and expanding structures such as: Review of Student Work protocols and Learning walks that allow teachers to work with and learn from one another. This year we will also be exploring the Social Studies inquiries for K-2 and beginning to implement in our classrooms. We will continue to focus on formative assessment structures embedded in daily plans. This year we will adopt a common system for evaluating student math proficiencies with fluencies and using this information to set personal goals with students. To increase our students positive social emotional health, we will focus with staff on working with children who have experienced trauma. We will also expand our check-in/check-out mentoring system. Our families responded that they really liked the Remind app that we used for reciprocal communication this year. We will continue this, as well as create more opportunities for families to come in during the school day and experience the curriculum first hand so they can help at home as well.

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

Student achievement in all-sub-groups in the areas of literacy and math. We will work with staff to further understand the NWEA MAP assessment, reports and implications for achievement on the NYS ELA and Math Assessments. Also, the consistency of all staff engaging in best practices. Targeted, systematic feedback along with supports will increase teacher capacity. We are also spending time this summer evaluating the assessments of the Skills Strand, so we can make sure we are using them strategically to move students forward.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

Our mission states that all students can learn at high levels. Also that students need to have strong foundational skills to be successful. This hold true in our plan for all students. Through differentiation and scaffolding all students can meet the CCLS. Our focus on literacy is paramount in the plan. Time and materials are provided for building of background knowledge, phonics and skills acquisition and guided reading. When we come together to review and focus on student work we see what we have done well and what students still need to move forward. Collaboration is a major initiative of the plan. We have all the expertise we need right in our building.

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

Students in identified sub-groups will increase 5% from this year to next in District Assessments, including NWEA and Running Records.

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

Grade levels will evaluate baseline data collected in the areas of Skills and Math and group students based on need. A dedicated block will be provided to work with students on their current level, to close the gap or extend their abilities. In addition all students will receive on level instruction as well. Our data meetings allow for continuous review and adjustment of interventions and groupings, based on current data.

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

Poverty and its impacts on transportation, health and attendance are barriers we face everyday. We provide free breakfast and lunch to all students. In addition we work closely with families regarding attendance and sharing ways we can help. We will continually get the word out on what we can do at school and what supports are available to students and families (i.e. Health Clinic, transportation, after school programs). For the first time next year, our 2nd Graders will have the opportunity to be bussed after school to our partner school for a 3-hour program that includes snack, homework help and tutoring as well as enrichment experiences.

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

This summer we have offered a number of professional development opportunities. Response to intervention training, NWEA MAP training, Technology Trainings, as well as curriculum review and enhancements. In addition, we will hold two building days, August 30 and 31st to roll out our plan initiatives and begin working together. We also meet each month two times for professional development, directly tied to SCEP initiatives.

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

Email, Weekly Bulletins (Staff and Families), Remind App, Meet and Greet (prior to school), Open House, Monthly Family Events, District Facebook, Letters, Common Templates for sharing academic progress and benchmarks.

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

It will be posted on our District homepage, school homepage. It will also be available in the office for review. Each weekly newsletter will highlight a tenet initiative, share goals and progress towards goals. Shared at Family Events.

• 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.

Staff representatives have gone to feeder programs to meet the teachers and children and observe. This allows use to plan to meet students needs. This year we are hosting a pilot program for students in Pre-Kindergarten who did not score well on the CORS. They will be provided a 6-week, 2 hour a day, 10:2 child/teacher ratio program to work on school readiness skills.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	April 11-12 2016
B2. DTSDE Review Type:	District-led Review with OEE oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Student performance on NYS ELA & Math Assessments the need for school leaders to effectively monitor and make informed decisions regarding the impact of instruction and school wide practices. All stakeholders must be able to articulate student achievement goals and adopt systems and structures that support them. The leadership team needs to consistently share data regarding student achievement towards goals, both academic and social-emotional. In addition relevant, specific feedback is provided on common teaching practices that impact student achievement. Multiple measures of achievement and teacher effectiveness are used to promote professional growth. The school leaders need to allocate financial and
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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 school staff will adopt and implement the systems and structures that were determined by the school leaders and SCEP team to increase student achievement in sub groups, as indicated by a 5% increase in numbers of students meeting or exceeding district assessments (Running Records) and NWEA projected RIT.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk-through data, NWEA achievement, District Assessment Data, Professional Learning Teams Agendas and Artifacts.

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	Aug-17	Action: SCEP overview of each tenet and action steps presented to all instructional staff. Also share out baseline data around indicators that will be used to measure plan's impact. Responsible: Building Administrators and BPT/SCEP team members. Participants: All instructional staff members. Frequency: August 30, 31 2017 - Monthly review of goals/leading indicators monthly by Administrators/BPT/SCEP Team and reported out to staff at monthly professional development sessions. Intended Impact: All instructional staff will know shared building goals, strategies and measures of effectiveness. They will be prepared to implement the SCEP plan in September 2017.
Oct-17	Jun-18	Action: Building Administrators and District Personnel will conduct classroom walk-throughs connected to specific focus items indicated in the SCEP plan. The focus will be on one instructional strategy or component at a time. Results of walk-through data shared monthly at professional development sessions. Responsible: Building and District Administrators. Participants: All instructional staff Kindergarten-Grade 2. Frequency: Monthly. Intended Impact: Monitor implementation and progress of specific focus items in the SCEP plan.
Oct-17	Jun-18	Action: Building Administrators will connect walk-through focus items to the related Danielson Rubric item. Instructional staff will individually identify their current level of practice with the component and use the language of the rubric to set a personal goal for professional growth in this area. Responsible: Building Administrators. Participants: All instructional staff Kindergarten-Grade 2. Frequency: Monthly. Intended Impact: Instructional staff will be able to identify indicators of high-level performance that leads to student achievement around each focus area.

Oct-17	Jun-18	Action: Building Administrators and BPT/SCEP team members will meet monthly to review SCEP plan implementation and effectiveness. Responsible: Building Administrators, BPT/SCEP team members. Participants: Building Administrators, BPT/SCEP team members. Frequency: Monthly. Intended impact: Recognize and celebrate accomplishments, identify obstacles, make adjustments as needed.
Oct-17	Jun-18	Action: Individual teachers and grade level teams will engage in structured data protocols to analyze student achievement in relation to benchmark standards in the areas of ELA and Mathematics. Responsible: Building Administrators and Data and Curriculum Coordinators. Participants: Kindergarten - Grade 2 Instructional Staff. Frequency: Quarterly and as programmatic/progress monitoring assessments dictate. Intended impact: Alignment of identified student needs with appropriate supports, alignment of specific student need with classroom goal setting.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support		Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	April 11-12 2016	
B2. DTSDE Review Type:	District-led Review with OEE oversight	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	NYS assessment data indicates that teachers must provide rigorous and coherent curricula and assessments aligned with the CCLS. Our review pointed to the need to focus our attention on the Common Core Anchor Standards in Reading and how they relate to high levels of student achievement. We have seen a significant increase in the staff survey results in this area with 96.4% of staff indicating that they understand and reference the College and Career Anchor Standards in April 2017, compared to 54.5% in April 2016. We have also seen an increase from 39.1% to 85.7% of staff agreeing that they have the time and opportunity to make certain that our curriculum is aligned to CCLS as well as College and Career	
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 staff will implement rigorous and coherent curricula aligned with the CCLS Anchor Standards in Reading and Foundation Skills, to increase student achievement in the areas of code knowledge and comprehension, as measured by an increase of 3% of numbers of students reading at grade level benchmark and a 3% increase in the foundation skills portion of the NWEA.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk-through data, Survey Data, District Assessments (NWEA and Running Records)	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
30-Aug-17	31-Aug-17	Action: Building administrators will provide further training to staff in the various components of reading identified in the Anchor Standards: Key Ideas, Details, Craft and Structure and Integration of Knowledge and Ideas. Staff will revisit the I-can statements and rubrics created for each of these areas of the standards and plan for their use in the classroom. Responsible: Building Administrators. Participants: All instructional staff Kindergarten - Grade 2. Frequency: August 30 and 31st 2017 as well as monthly professional development sessions. Intended Impact: Teachers will increase student achievement through aligning daily instruction to the CCLS Anchor Standards.
Oct-17	Jun-17	Action: Instructional staff will participate in a review of the CKLA Implementation Matrix. Staff will identify where they are in each area after year one of implementation and set a personal/grade level goal for extension in year two. Responsible: Building Administrators. Participants: All instructional staff Kindergarten- Grade 2. Frequency: October professional development session and progress monitored throughout the school year. Intended Impact: Staff will be able to create short and long term goals for moving towards full implementation of the CKLA Skills Strand and related materials.
Sep-17	Jun-17	Action: Instructional staff will assess student knowledge of Math grade-level fluency benchmarks. Staff will work with small groups and individual students to set goals around these fluencies. Responsible: Building Administrators. Participants: All instructional staff Kindergarten - Grade 2. Frequency: Initial screening end of September 2017, goal setting October 2017, on-going progress monitoring of student achievement. Intended Impact: Staff will work directly with students on mastery of grade level fluencies, leading to automaticity and increased student achievement.

Sep-17	Jun-17	<p>Action: Instructional staff will follow pacing guides provided for curriculum components, with flexibility built in through the use of pausing points, and the ability to adjust as needed based on demonstrated student needs. Instructional staff will also be given the flexibility to incorporate Social Studies inquiries into the Listening and Learning domains, as determined by the work of the Summer 2017 planning committee. Responsible: Building Administrators, Data and Curriculum Coordinators. Participants: All instructional Kindergarten - Grade 2. Frequency: Determined by pacing guide and recommendations from Summer 2017 work. Intended Impact: Teachers will have the flexibility built in to spend more or less time in an area, based on student demonstrated needs. Teachers will have the ability to work with the new Social Studies Inquiries as we begin to explore the standards in this area.</p>

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	April 11-12 2016	
B2. DTSDE Review Type:	District-led Review with OEE oversight	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	In order to address the gap between what students know and need to know, teachers must engage in strategic practices and decision making. Instructional practices must be aligned and adjusted to meet the needs of various learners based on their varied experiences, strengths and needs. Teachers use our common vision to create classroom environments that are safe, respectful and encourage thinking.	
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 instructional staff's lesson plans will include embedded formative assessments, higher order questions, differentiation and scaffolding, as monitored by Building Administrators through lesson plan review on a monthly basis.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Survey Data, Walk-Through Data, Growth of students in identified sub-groups on building and district assessments, Teacher Scores on Danielson Rubric Components 2a and 2b.	
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.
17-Oct	18-Jun	Action: Building and District Administrators completing classroom walk-throughs will provide timely, specific feedback to staff in relation to walk-through and lesson plan focus areas. Lesson plans will be reviewed during walk-throughs. Responsible: Building and district administrators. Participants: All instructional staff Kindergarten-Grade 2. Frequency: Monthly beginning in October 2017 and throughout the year. Intended impact: Staff will incorporate best practices on a consistent basis to increase student achievement. Identify staff that are in need of additional support.
Oct-17	Jun-18	Action: Instructional staff will create a rubric to evaluate the GRAIR block. Exemplars of research based, effective literacy strategies as well as staff exemplars to be included. Responsible: Building Administrators, BPT/SCEP team. Participants: All instructional staff Kindergarten-Grade 2. Frequency: Begin when GRAIR block is up and running in mid-October 2017. Intended Impact: Research based strategies are utilized regularly to meet individual student literacy needs.
Sep-17	Jun-18	Action: Instructional staff will utilize a variety of data to create lessons that include formative assessments/structures, higher order questions, differentiation and scaffolding and inform student grouping. Responsible: Building Administrators. Participants: All instructional staff Kindergarten-Grade 2. Frequency: Throughout the school year. Intended impact: Lesson plans will demonstrate thoughtful groupings and strategies based on student data.
Sep-17	Jun-18	Action: Instructional staff will incorporate agreed upon formative assessment structures in their daily plans. Structures will be modeled, taught and posters given to all staff. Responsible: Building Administrators. Participants: All instructional staff Kindergarten-Grade 2. Frequency: Throughout the school year. Intended impact: Staff will become skilled at the use of the structure and the use of the information gathered, as evidenced through observations and walk-through data.

Oct-17	Jun-18	<p>Action: Instructional staff will provide feedback to students that informs goal setting and furthers achievement. As appropriate students will participate in the assessing their own progress. Responsible: Building Administrators. Participants: All instructional staff Kindergarten-Grade 2. Frequency: October 2017-June 2017 on a quarterly basis or as determined by curriculum assessments. Intended impact: Students will participate in self-assessment and self-reflection of their work and progress to set goals, and increase achievement.</p>
August 30 2017	August 31 2017	<p>Action: In addition to our building PBIS plan and Character Building Program, staff will create their classroom environment plan using the Danielson Rubric components for 2a: Creating an Environment of Respect and Rapport and 2b: Establishing a Culture for Learning. Responsible: Building Administrators. Participants: All instructional staff PK-2. Frequency: Beginning on August 30,31 2017 and continuing at September and October 2017 professional development sessions. Intended Impact: In addition to classroom rules, teachers will also include expectations for effort, inclusion of cultural backgrounds, and promoting student questions and risk taking.</p>

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	April 11-12 2016
B2. DTSDE Review Type:	District-led Review with OEE oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	School leaders must clearly articulate and systematically promote a vision for the development of student social/emotional health. Each student needs to be well known by a caring adult to foster of sense of importance and belonging. There must be a well-understood referral system for staff to access academic as well as social-emotional supports. The consistent collection of data allows staff to identify those in need of internal and external interventions. Staff training in research-based interventions for students is critical to remove barriers to student achievement.
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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 staff will actively participate in systems and protocols that promote each students social/emotional health, as evidenced through the referrals made to the RTI and Kid Talk Teams as well as referrals to district and community level supports. Staff survey data shows significant improvements increasing from 40.9% of staff in April 2016 to 82.1% of staff in April 2017 agreeing/strongly agreeing that we have an effective system for developing and building student social/emotional health, and from only 33% of staff in April 2016 to 71.4% in April 2017 agreeing/strongly agreeing that our school has definitive procedures in place for students who are chronic offenders and/or experiencing on-going
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Number of referrals/types to the Kid Talk Team, Walk-Through Data, Planning Room Data, Number of Referrals made to building and community services, Attendance Data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
30-Aug-17	31-Aug-17	Action: Review the flowchart of supports available in the areas of attendance, academics and social-emotional for students. Charts include types of concerns, points of contact and a flowchart of interventions and supports available to students. Responsible: School Administrators, Counselor and Psychologist. Participants: All school staff. Frequency: August 30-31 2017 and again in September 2017 with non-instructional staff. Intended Impact: Staff will utilize systems and structures in place to help remove barriers and increase student academic success.
Sep-17	Jun-18	Action: Promote strong attendance habits by sharing quotes, statistics and strategies regarding the impact of attendance on student achievement. Responsible: Building Administrators. Participants: All school staff and families. Frequency: Weekly through family newsletters and messages sent via remind app. Intended Impact: All stakeholders will become knowledgeable about the importance of good attendance habits and the impact on student achievement.
Oct-17	Jun-18	Action: Instruction for staff on research based strategies for working with students who have experienced trauma. Invite speakers Leah Sorenson, School Counselor and Lisa Blitz, Binghamton University to help staff become trauma informed. Responsible: School Administrators and School Counselor. Participants: All school staff. Frequency: October 2017 during Superintendent's conference day and revisited in monthly professional development sessions. Intended Impact: Staff will adopt strategies and best practices for better understanding and supporting students who have experienced trauma.
Sep-17	Jun-18	Action: Instruction with all staff in the creation and use of effective behavior support plans for students. Responsible: Building Administrators and School Counselor. Participants: All school staff. Frequency: September/October professional development sessions and on-going as needed with the School Counselor. Intended Impact: Staff will implement research based interventions, collect data, and make adjustments to individual/group behavior support plans accordingly.

Oct-17	Jun-18	Action: Engage staff in a data sorting process regarding their student's current attendance, identify students who are green (good), yellow (at-risk) red(chronic). Responsible: Building Administrators. Participants: All instructional staff PK-2. Frequency: October and then again prior to the end of each quarter. Intended Impact: Staff will be knowledgeable about their student attendance data and what strategies they can use to assist, increasing student achievement.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	April 11-12 2016
B2. DTSDE Review Type:	District-led with OEE oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	School leaders must establish systems that promote multiple opportunities for reciprocal communication with families that allows them to be aware of high expectations for student success and knowledgeable about ways to be a partner in their child's education. We must continually look for ways to reach all families. Information reported out to families must be clear and encourage participation by families by providing access to tools and resources.
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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% will communicate student progress clearly with families and provide tools to support continued learning at home, as evidenced by teacher newsletters, team reporting documents and survey results (teacher and parent). Survey results show an increase in number of staff strongly agreeing or agreeing with the following questions: As a school we invite families to offer input in the direction of our school. April 2016 = 40% April 2017 = 78.6%. Also, our school/family connection has resulted in student gains. April 2016 = 52% April 2017 = 92%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance data at Parent Events, Parent Survey Data, Staff Survey Data

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.
5-Sep-17	5-Sep-17	Action: Staff will welcome families and children for a meet and greet the day prior to the start of school. Responsible: Building Administrators, Parent Partner. Participants: All staff Kindergarten-2nd Grade and Support. Frequency: September 5, 2017. Instructional Staff will host a minimum of three more parent events in classroom that focus on the curriculum. Intended Impact: Establish a relationship from the start, create opportunities for parents to see their child in the classroom setting, better understand expectations and create partnerships to increase student success.
Oct-17	Jun-18	Action: Extend the invitation to families to attend monthly Town Meetings with their child's grade level. Responsible: Building Administrators, Instructional Staff, Parent Partners. Participants: Instructional staff, students and families. Frequency: Monthly beginning in October 2017-June 2018. Intended Impact: Families will be able to hear the messaging around goal setting, attendance, growth mindset, 2nd Step Topics, Zones of Regulation that they will be able to use at home.
18-Sep	18-Sep-17	Action: Increase community partner representation at Open House. Start Open House with a family/student gathering to introduce our staff members and community partners. Responsible: Building Administrators, Parent Partner, School Counselor. Participants: Community Partners: (CIDS, Children's Integrated Services, YWCA, Steele Library, Frontline Ministries, Food Bank, Tanglewood Nature Center, Boy and Girl Scouts...) and Fassett Families. Frequency: September 18, 2017. Intended Impact: Increase accessibility to community agencies that can partner with families to assist with student/family needs.

Sep-17	Jun-18	<p>Action: All staff will utilize Social Media and technology to communicate with families. As a building we utilize Remind.com communication tool. This allows us to send messages and pictures directly to parent cell phones, and also allows parents to respond. Responsible: Building Administrators, All Instructional Staff, Parent Partner. Participants: All instructional Staff, Building Administrators. Frequency: A minimum of one weekly message to families using Remind. Intended Impact: Parents indicate via survey results that this is their most preferred method of contact. Parents can be reached easily, increasing on-going, reciprocal communication regarding student achievement and needs.</p>
Oct-17	Jun-18	<p>Action: All staff will create a common reporting tool that captures student growth in assessment areas, as well as benchmark goals, and ways to work at home. Responsible: Building Administrators. Participants: All instructional staff PK-2. Frequency: Quarterly and as assessment scheduled dictate. Intended Impact: All families will receive reporting tools that are clear, easily understood and provide tools to assist their child, increasing student achievement.</p>
Oct-17	Jun-18	<p>Action: Administrative staff will work closely with the Food Bank of the Southern Tier to provide extended opportunities for all families to receive fresh fruits and vegetables, as well as opportunities to come into school and learn about ways to cook with different types of foods. Responsible: Building Administrators. Participants: Fassett Families. Frequency: Work with Foodbank to coordinate the mobile truck with family events at school. Intended Impact: All families will be able to access healthy foods for their children, increasing student readiness and school success.</p>