

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010010
School Name:	Hendy Avenue Elementary

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Marc Vesci	Title	principal
Phone	(607) 735-3750	Email	mvesci@elmiracityschools.com
Website for Published Plan	www.elmiracityschools.com		

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

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

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

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.

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).**

Full implementation of a tier 2 reading program has increased student performance. Tier 2 instructional data indicates that Hendy students have improved their lexile score on an average of 103 points (as of 5.23.18). Parent involvement and family engagement has increased during this school year. Teachers engage in continuous reciprocal communication using a technology based communication tool. Parent attendance doubled this year at the Parent Invitationals. Additionally, 50-75 parents attend each monthly parent academy.

- **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.**

NA

In developing the CURRENT YEAR'S plan:

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

The major focuses of the '18-'19 SCEP includes: 1. Tier 2 instruction in literacy for grades 3-6 2. Expand parent academies 3. Enhance communication using technology 4. Increase teacher input for school and district decision making (i.e. Grade Level Point People)

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

The needs that will be addressed through this plan include: 1. Limited literacy proficiency 2. Marginal reciprocal parent communication 3. Student behavior

- **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**

Hendy elementary school remains committed to ensuring that all students read on or above grade level. Additionally, increasing the structures for engaging all members of the staff will ensure that everyone has a role in school leadership and the decision making process.

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

Handy elementary will track achievement by engaging in ongoing analysis of student performance as per the New York State assessment results, the NWEA MAP test benchmark results and tier 2 literacy data.

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

School structures that drive strategic implementation include: 1. Developing a master schedule that is conducive to tier 2 instruction 3. Revising the walk-through template to reflect building initiatives 4. Ongoing use of the data meeting and professional development structure 4. Leadership team meetings 5. Implementation of the 1 to 1 device in 6th grade 6. PBIS behavior analysis and meetings

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

Anticipated barriers include: 1. parent involvement - utilize class dojo & Remind, 2. Empowering staff voice - utilizing sub-committees, 3. limited student readiness - Full implementation of tier 2 instruction

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

Professional development opportunities include: 1. August building days (2 days), 2. Monthly building professional development experiences 3. Monthly data

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

School leaders and teachers will utilize a variety of communication tools including electronic and print resources.

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

The plan will be made widely available to the public through the use of the district website and regular Parent Academies.

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:	January 18, 2017 - January 20, 2017
B2. DTSDE Review Type:	IIT Review

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.	The state led review in January '17 indicated that school leaders should utilize a walkthrough tool focusing on the effective elements of instruction (e.g. student learning targets, student engagement protocols, higher order questioning and formative assessment). This tool includes immediate written actionable feedback to individual teachers at least once per month. Current analysis of discipline data (as of 5.15.18) indicates that there have been 110 discipline referrals.
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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.	By June '19, 100% of teachers' classrooms will be visited at least 4 times. The intention is to see effective elements and CCLS instruction that include look-fors that are aligned to the DTSDE rubric. Actionable, written and verbal feedback will be provided in a timely manner. Evaluating the walk-through data will determine effectiveness regarding the look-fors. Additionally, Hendy school's PBIS team will meet on a bi-monthly basis to analyze discipline data and implement strategies that maximize the impact of learning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher attendance at professional developments, Data from administrative walk-throughs, Student discipline 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. 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
9/1/2018	6/28/2019	Administrators will complete classroom walk-throughs to monitor instruction according to a predetermined schedule. This walk-through tool will include an opportunity for administrators to provide teachers with written feedback regarding the walk-through experience. Who: District and building leadership will utilize a walk-through template aligned to the DTSDE rubric for monitoring learning opportunities. Participants: Administrators. How often: During each marking period, building and district administrators will conduct at least 1 walk-through per classroom. Intended Impact: Quarterly analysis of walk-through data will be the be used to develop the staff's instructional capacity through collaboration, support, reciprocal dialogue and quality feedback so that high quality instruction exists throughout the school.
9/1/2018	6/28/2019	Building Leadership Teams will evaluate the walk-through document 2x/year so that the document aligns with building needs. Who: Building leadership teams and building administrators How often: 2xs/year Intended Impact: This document will be reevaluated throughout the year to ensure that the focus aligns with building initiatives.
8/28/2018	8/30/2018	Building Leadership Teams will present '18-'19 SCEP plans to staff to build an understanding of the focus for the school year. Who: Building leadership teams & building administrators How often: during August building PDP days Intended Impact: This presentation will inform staff of the components of the building plan.

9/1/2018	6/28/2019	Building leadership will establish collaborative meetings that allow teachers to analyze discipline data and develop strategies for maximizing the impact of learning. Who: Building administrators, DCCs How often: Collaborative meeting experiences will be provided during monthly building professional development times. Collaboration with DCCs will occur on a bi-weekly basis. Intended Impact: This collaboration will empower teachers in supporting positive student behavior.
9/1/2018	6/28/2018	The building Positive Behavior Intervention System (PBIS) team will meet on a bi-monthly basis to develop a school-wide structure for classroom management that empowers teachers in maintaining positive student behavior. Who: PBIS leadership team and building administrators How often: bi-monthly meetings Intended Impact: Developing protocols for consistent school-wide behavior management will ensure that student management is occurring in an effective way that promotes learning.
9/1/2018	10/1/2018	During the '18-'19 school year the building leader will create a plan for expanding opportunities for families to participate in Family Invitationals that allow them to see classroom and elective experiences (i.e. art, music, etc.). Who: building leadership How often: Plan will be finalized by 10/1/18. Intended Impact: The plan will empower the school community to understand the components of instruction and the ways that they can support their children.

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:	January 18, 2017 - January 20, 2017
B2. DTSDE Review Type:	IIT Review

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.	According to the IIT state focus review in January '17, it was recommended that teachers design lessons that adapt the Common Core Learning Modules to meet student's individual needs. Additionally, state test data indicates the school clearly needs a comprehensive tier 2 instructional program that will develop our students' abilities to increase the percentage of students reading and writing on grade level. 2016-2017 ELA state assessment data indicates that 22% of students were proficient in literacy. Additionally, 2016-2017 math state assessment data indicates that 26% of students were proficient in mathematics.
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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.	By June 2019, 90% of teachers will implement a comprehensive tier 2 instructional program that consistently supports students in developing their fluency and automaticity in reading on grade level. Student achievement will be measured by analysis of growth as per the NWEA assessment that is given three times per year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher attendance at professional development, NWEA growth in reading and math (fall to spring), Tier 2 Reading and Math data, Progress monitoring data (DIBELS)

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. 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
9/1/2018	6/28/2019	Teachers will receive professional development from district Data and Curriculum Coordinators and vendors for implementing the district-selected tier 2 reading program. Who: District and building leadership will be responsible for planning and implementing professional development. Participants: All teachers. How often: Teachers will engage in a 2 day training in August. Teacher collaboration will also occur between grade level colleagues and be facilitated by district Data and Curriculum Coordinators and administrators on a monthly basis during monthly data meetings. Intended Impact: The intended impact is to deliver a guaranteed and viable tier 2 reading curriculum that improves overall student achievement.
9/1/2018	6/28/2019	Teachers will participate in monthly data meetings in order to provide collaborative opportunities to analyze and create data-driven plans for instruction for all learners based on implementation of the Results Meeting Protocol. Who: District and building leadership will be responsible for scheduling meeting times and utilizing a systematic data protocol with their teachers. Participants: All teachers, Data and Curriculum Coordinators, Grade level Point People, district and building administrators. How often: monthly. Intended Impact: Teachers will group and re-group students based on benchmark and progress monitoring data, as per the Results Meeting Protocol, to adjust instruction tier 2 instructional interventions. Students will be able to increase reading and math proficiency.

9/1/2018	6/28/2019	Teachers will follow the ECSD Intermediate School Teacher Student Conference Protocol to continue a system that will empower students in analyzing and tracking their own academic data. Students will engage in goal setting and tracking of individual tier 2 intervention progress in relation to their reading proficiency. Who: All administrators and teachers will then engage in data-driven conversations with students. Participants: Students and teachers will engage in conversations to analyze student progress. How often: Teachers will engage in data conversations with students on a bi-monthly basis. Intended Impact: Students will develop goals to improve literacy proficiency. Personal ownership of these goals will empower them in tracking and developing their progress.
9/1/2018	6/28/2019	Building leaders will monitor curriculum pacing to determine a school-wide alignment to district pacing expectations. Who: Building leaders & teachers How often: during pre-conferencing opportunities for formal observations Intended Impact: This will ensure that curriculum is taught in a manner that aligns with district expectations and thoroughly teaches and assesses grade level standards.
8/28/2018	8/30/2018	Grade level teams will put together a document that outlines the curricular focus of their instruction. This list will be shared with special area teachers so that cross-curricular learning opportunities can be provided. Who: classroom teachers and special area teachers How often: prior to the '18-'19 school year Intended Impact: This document will empower all teachers to provide cross-curricular learning opportunities.
9/1/2018	6/28/2019	Building leadership will collaborate with district personnel to explore the availability of a tier 2 math intervention. Who: Building leadership, Grade level point people, District leadership, DCCs How often: '18-'19 school year Intended Impact: Students will engage in instruction that provides them with opportunities to build their foundational math skills so as to perform proficiently on grade-level math tasks.

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:	January 18, 2017 - January 20, 2017
B2. DTSDE Review Type:	IIT Review

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.	Based on limited student proficiency as indicated by New York State assessment data, teachers need to support student learning through differentiation and instructional scaffolds that equalizes all student access to grade-level learning experiences. New York State assessment data indicates that 29% of all students are achieving proficiency on the annual ELA assessment.
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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.	By June 2018, 80% of teachers will provide instructional supports through scaffolding and differentiation to increase student engagement and achievement in meeting the diverse needs of students through an intellectually safe environment. Data from walk-throughs and formal teacher observations will indicate that teachers are providing instructional supports.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher attendance at professional development, NWEA growth in reading and math (fall to spring), Progress monitoring data (DIBELS)

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. 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.
9/1/2018	6/28/2019	Teachers will participate in monthly data meetings, facilitated by district Data and Curriculum Coordinators and district and school administrators, to analyze and create instructional scaffolds and differentiation opportunities for all learners. Who: District and building leadership and Data and Curriculum Coordinators will provide teachers with opportunities and resources to design and develop scaffolds and differentiation strategies that align with the NYS learning modules. Participants: All teachers. How often: monthly. Intended Impact: Teachers will collaborate to develop instructional scaffolds that align to the lesson plans from the NYS modules.
9/1/2018	6/28/2019	Each grade level will continue to utilize a Grade level Point Person that will be the facilitator of the data meeting process. This individual will collaborate with district personnel to turn-key district information. Who: District and building leadership and Data and Curriculum Coordinators will provide teachers with opportunities and resources to design and develop scaffolds and differentiation strategies that align with the NYS learning modules. Participants: All teachers. How often: monthly. Intended Impact: Teachers will collaborate to develop instructional scaffolds that align to the lesson plans from the NYS modules.

9/1/2018	6/28/2019	The building leadership team will collaborate with administrators and district officials (i.e. Data and Curriculum Coordinators) on a monthly basis to ensure that the professional development opportunities continually align with school needs and maintain a singular focus. Who: Building and district representatives. How often: Leadership teams will provide feedback on a monthly basis during their leadership team meeting. Additionally, Data and Curriculum Coordinators will meet with building leadership on a bi-monthly basis to assess progress and plan accordingly.

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:	January 18, 2017 - January 20, 2017
B2. DTSDE Review Type:	IIT Review

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.	According to the December '16 IIT NYS review, the recommendation is to meet monthly to analyze data from the Planning Room to identify trends in academic, behavioral and related data. Based on the spring '18 School Performance Scan, 31.8% (Question #69) of survey results indicate that staff believes that student behavior does not interfere with instruction. As of 5.15.18, Hendy had 16 suspensions and 110 discipline referrals. This indicates a need for implementing activities related to school culture and social-emotional health.
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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.	By June 2018, 100% of teachers and related community organizations will be involved in full implementation of the character education program for 30 minutes/week. Additionally, the PBIS team will meet monthly to identify trends in behavioral, academic and related data to develop appropriate supports. This will be measured by a 2% decrease in suspensions and discipline referrals.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student discipline referrals, Teacher/student surveys, PBIS meeting agendas and notes

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. 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.
9/1/2018	6/28/2019	100% of teachers will participate in a monthly implementation of Growth Mindset activities that align to an intermediate school calendar outlining the elements of growth mindset. Who: Administrators and Data and Curriculum Coordinators will provide monthly training to students and staff regarding identified areas of growth mindset. How often: monthly Intended Impact: This information will be used to ensure that students receive the support they need to be successful socially and emotionally to utilize their skills.
9/1/18	6/28/2019	The administrative system for bi-monthly analysis of student discipline data and agency referrals will occur by SCEP/PBIS/leadership/BPT teams or other designees to develop corresponding intervention plans. Who: building leadership team How often: monthly Intended Impact: The school leader's vision is to utilize this process to positively impact student performance by removing barriers to student learning.
9/1/2018	6/28/2019	Classroom teachers and/or outside agencies will teach the Second Step character development program for 30 minutes/week according to the expectations outlined on the Hendy building calendar. Who: Classroom teachers, Trinity representatives, building leadership team How often: 30 minutes/week Intended Impact: The impact of these experiences is to empower students in managing their social/emotional behaviors and utilize their skills to positively respond to their learning environment.

8/28/18	6/28/2019	Teachers will participate in professional development related to Restorative Justice principles that align with district initiatives. Additionally, techniques from Kagan's Win-Win approach to management will be presented as needed to support teachers in their classroom management. Who: Tenet 5 team, building and district administration. Participants: All teachers. How often: quarterly & initial training during August days Intended Impact: Teachers will create structures that would support positive behavior in their classrooms.
8/28/2018	6/28/2019	The building leaders work to develop a protocol for behavioral responses. Feedback will be generated from vested stakeholders and continuously monitored. This flow chart will define a response protocol (that includes relevant documentation and communication expectations for informing all stakeholders) with clear guidelines for the next steps in resolving negative student behaviors. Who: building leadership team How often: Protocol will be developed during the August work days. It will then be shared during the first day of school. Ongoing revision of the document will occur throughout the school year as needed. Any adjustments will be shared accordingly. Intended Impact: Consistent behavioral consequences will promote positive student behaviors.

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:	January 18, 2017 - January 20, 2017
B2. DTSDE Review Type:	IIT Review

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.	According to the January '17 IIT NYS review, the recommendation is to utilize a school-selected technology-based communication system to facilitate weekly reciprocal communications with families.
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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.	During the '18-'19 school year, 100% of administrators and staff will provide opportunities (that align with parent feedback in the '17 Parent/Family Needs assessment) for families to engage in building a reciprocal relationship in supporting student success (town meetings, Parent Academies, etc.). Additionally, 100% of staff will utilize the technology-based communication system to facilitate weekly reciprocal communications with families. During the '18-'19 school year, 50% of families will attend a parent/teacher conference.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher/student surveys, Parent attendance at workshops, Parent attendance at school events

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. 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.
9/1/2018	6/28/2019	Data and Curriculum Coordinators, administrators, teachers and students will present monthly to parents and families in town meetings, along with building administrators, regarding the relevant topics. These presentations will align with the '18-'19 ECSD Parent Academy Model. Who: Data and Curriculum Coordinators, administrators, teachers, community members, and students. How often: monthly Intended Impact: The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.
9/1/2018	6/28/2019	School leaders will collaborate with teachers to provide a Family Invitational. These opportunities will be expanded so as to include times for families to participate in Family Inventionals that allow them to see classroom and elective experiences (i.e. art, music, etc.). Who: Teachers, Data and Curriculum Coordinators, and administrators How often: 2x/year Intended Impact: A plan will be generated to provide a Family Invitational that will allow families to visit classrooms to understand NYS module instruction and other learning opportunities in school.
9/1/2018	6/28/2019	Teachers will continue the implementation of a technology based communication system. This system will be utilized on a weekly basis for reciprocal communication with parents. Who: Teachers and administrators How often: weekly Intended Impact: This tool will facilitate more regular reciprocal communication between families and the school environment.

9/1/2018	6/28/2019	Teachers are expected to make contact with families at least one time/ quarter to engage in positive dialogue regarding student performance at school. Who: teachers, parents How often: at least 4 times/year Intended Impact: This activity will empower teachers in maintaining a positive family connect with their students' families.