

<b>LEA Name:</b>	Elmira City School District
<b>LEA BEDS Code:</b>	070600010010
<b>School Name:</b>	Hendy Avenue Elementary

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2017-2018 School Comprehensive Education Plan (SCEP)

<b>Contact Name</b>	LeAnne Becker	<b>Title</b>	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.**

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
Superintendent		Hillary Austin	6/23/2017
President, B.O.E. / Chancellor or Chancellor's Designee		Sara Lattin	6/23/2017

## 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	3-6	Total Student Enrollment	475	% Title I Population	100%	% Attendance Rate	93.00%
% of Students Eligible for Free Lunch	62%	% of Students Eligible for Reduced-Price	0%	% of Limited English Proficient Students	0.40%	% of Students with Disabilities	6%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.42%	% Black or African American	14%	% Hispanic or Latino	2%	% Asian, Native Hawaiian / Other Pacific Islander	0.21%	% White	70%	% Multi-Racial	14%

School Personnel							
Years Principal Assigned to School	3	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance)	0%	% of Teachers Teaching Out of Certification Area	0%	% Teaching with Fewer than 3 Years of Experience	5%	Average # of Teacher Absences	11

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	x
Identification for ELA?	x	Identification for Math?	x	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	30%	Math Performance at Level 3 and Level 4	28%	Science Performance at Level 3 and Level 4	81%	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	x	Multi-Racial
x	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	x	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White	x	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		All Students

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 checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.)  |
| <input 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 checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.)  |
| <input 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 checked="" type="checkbox"/> | Tenet 3: Curriculum Development and Support                |
| <input type="checkbox"/>            | Tenet 4: Teacher Practices and Decisions                   |
| <input 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).

During the '16-'17 school year, the Elmira City School District implemented a systematic tier 2 instructional program to build student literacy rates. This program allows students to receive instruction that is specifically tailored to their instructional needs in literacy.

- 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.

During the '16-'17 school year, the Intermediate schools' leadership team made the decision to adjust the Professional development calendar for the '16-'17 school year. This adjustment afforded Hendy staff the opportunity to focus on building and district related initiatives. The building walk-through document was also adjusted to provide a venue for providing feedback to individual teachers while monitoring the building-wide implementation of the NYSED recommendations. After the NYSED review, teachers were responsible for providing more actionable, written feedback for students. Additionally, Hendy school has implemented a plan for building-wide electronic notification system to engage parents more thoroughly.

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

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

The school leader is continuing to focus and work on the recommendations from the NYS review. These activities include: Informal classroom walk-through protocol for sharing data for planning; Tier II instructional system for literacy; differentiation and scaffolding instruction to provide access to CCLS learning opportunities for all learners; Continued implementation of Character Education Plan; Increasing involvement of community stakeholders to engage families and community members.

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

Tier II literacy instruction to systematically build student literacy proficiency based on uniform progress monitoring protocol.

- 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.

Hendy school is committed to having each student read on grade level. Students will be provided with appropriate Tier II learning opportunities that will support their growth. This will enable students to overcome challenges in order to be College and Career Ready.

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

The overall achievement target is to increase student performance on NYS ELA and Math assessments. The percentage considered at or above grade level will increase by 3%.

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

Schools will additionally develop schedules that will allow grade levels to provide Tier II instruction at a consistent time. This will allow building support (i.e. reading teachers, co-teachers, aides, etc.) to support students in a streamlined manner.

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

The mobility rate of our students is a constant barrier. Continuing the work related to establishing and maintaining a consistent curricular approach in our intermediate buildings will ensure that students are provided with consistent learning opportunities.

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

Grade-level data meetings will occur on a monthly basis to provide opportunities for planning for data driven instruction (specifically related to Tier II instruction). Monthly professional development experiences will be provided related to SCEP topics. Student discipline data is regularly reviewed by grade level teams during data meeting. Informal walk-through data will be shared during these meetings to inform building practices.

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

Grade-level data meetings will occur on a monthly basis to provide opportunities for planning for data driven instruction (specifically related to Tier II instruction). Monthly professional development experiences will be provided related to SCEP topics. Student discipline data is regularly reviewed by grade level teams during data meeting. Informal walk-through data will be shared during these meetings to inform building practices.

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

The plan will be made available to the public through the district/building website.

- 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.



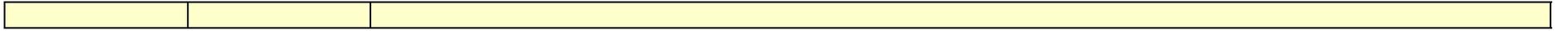
## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	January 18, 2017 - January 20, 2017
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team State Led review

<b>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.</b>	The state led review in January, 2017 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.
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<b>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.</b>	By June '17, 100% of teachers' classrooms will be visited at least 4 times. The purpose of the walk-throughs is to establish baseline data regarding classroom instruction. The intention is to see effective elements and CCLS instruction that include 10 look-fors that are aligned to the DTSDE rubric. Actionable, written and verbal feedback will be provided in a timely manner (1-2 days). The measure of the degree of change and practice will be an evaluation of the walk-through tool to determine effectiveness regarding the look-fors.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teacher Attendance at Professional Development Data from administrative walk-throughs Formal teacher observation data

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. 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.
9/1/2017	6/23/2018	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. <b>Who:</b> District and building leadership will utilize a walk-through template aligned to the DTSDE rubric for monitoring learning opportunities. <b>Participants:</b> Administrators. <b>How often:</b> During each marking period, building and district administrators will conduct at least 1 walk-through per classroom. <b>Intended Impact:</b> 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.
7/1/2017	9/30/2018	School and district leadership will collaborate to develop a walk-through document that fully aligns to the '16-17 state-led recommendations.
7/1/2017	9/30/2018	Building Leadership Teams will evaluate the walk-through document 2x/year so that the document aligns with building needs.
8/30/2017	8/31/2017	Building Leadership Teams will present '17-'18 SCEP plans to staff to build an understanding of the focus for the school year.



### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>		<b>Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		January 18, 2017 - January 20, 2017
<b>B2. DTSDE Review Type:</b>		Integrated Intervention Team State Led review
<b>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.</b>		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. 2015-'16 ELA state assessment data indicates that 29.6% of students scored 3s or 4s.
<b>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.</b>		By June 2017, 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.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Student Growth Percentile for Low-Income Students Teacher Attendance at Professional Development Student Growth based on NWEA assessments (fall to spring) Data from administrative walk-throughs
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. 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.
8/24/2017	6/24/2018	Teachers will receive professional development from district Data and Curriculum Coordinators and vendors for implementing the district-selected tier 2 reading program. <b>Who:</b> District and building leadership will be responsible for planning and implementing professional development. <b>Participants:</b> All teachers. <b>How often:</b> Teachers will engage in a 4 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 3 hour data meetings. <b>Intended Impact:</b> The intended impact is to deliver a guaranteed and viable tier 2 reading curriculum that improves overall student achievement.
9/1/2017	6/24/2018	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. <b>Who:</b> District and building leadership will be responsible for scheduling meeting times and utilizing a systematic data protocol with their teachers. <b>Participants:</b> All teachers, Data and Curriculum Coordinators, RtI Point People, district and building administrators. <b>How often:</b> monthly. <b>Intended Impact:</b> 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 proficiency.

9/1/2017	6/24/2018	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. <b>Who:</b> All administrators and teachers will then engage in data-driven conversations with students. <b>Participants:</b> Students and teachers will engage in conversations to analyze student progress. <b>How often:</b> Teachers will engage in data conversations with students on a bi-monthly basis. <b>Intended Impact:</b> Students will develop goals to improve literacy proficiency. Personal ownership of these goals will empower them in tracking and developing their progress.
9/1/2017	6/24/2018	Teachers will utilize a Supplemental Lesson Planning Template to identify opportunities for students to engage in learning activities that are focused on Differentiation and Scaffolding instruction <b>Who:</b> Teachers and administrators <b>How often:</b> Formal observations will provide a venue for observing these questioning opportunities. <b>Intended Impact:</b> Students will engage in instruction that will be designed to provide access to the grade-level learning goals.

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent</b>
<b>B1. Most Recent DTSDE Review Date:</b>	January 18, 2017 - January 20, 2017
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team State Led review

<b>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.</b>	According to the January '16 IIT NYS review, the recommendation is for teachers to provide actionable feedback identifying specific areas for improvement. Additionally, 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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<b>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.</b>	By June 2017, 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.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teacher Attendance at Professional Development Student Growth based on NWEA assessments (fall to spring) Data from administrative walk-throughs

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. 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.
9/1/2017	6/24/2018	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. <b>Who:</b> 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. <b>Participants:</b> All teachers. <b>How often:</b> monthly. <b>Intended Impact:</b> Teachers will collaborate to develop instructional scaffolds that align to the lesson plans from the NYS modules.
9/1/2017	6/24/2018	Each grade level will designate a RtI Point Person that will be the facilitator of the data meeting process. This individual will collaborate with district personnel to turn-key district information. <b>Who:</b> 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. <b>Participants:</b> All teachers. <b>How often:</b> monthly. <b>Intended Impact:</b> Teachers will collaborate to develop instructional scaffolds that align to the lesson plans from the NYS modules.
9/1/2017	6/24/2018	Teachers will provide students with written feedback. The feedback should be specific to the individual student and targeted on the skills the student needs to improve. This feedback will be monitored by school leaders during walk-throughs. <b>Who:</b> building administrators and teachers <b>How often:</b> <b>weekly</b> <b>Intended Impact:</b> This process should increase student ownership of their learning by ensuring that teachers provide actionable written feedback on students' learning on at least a weekly basis.
9/1/2017	6/21/2018	Administrators will visit classrooms on a weekly basis. This feedback will include written feedback to teachers. <b>Who:</b> Building administrators <b>Participants:</b> Building administrators <b>How often:</b> weekly <b>Intended Impact:</b> Teachers will be provided with regular feedback regarding classroom instruction.


## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>		<b>Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		January 18, 2017 - January 20, 2017
<b>B2. DTSDE Review Type:</b>		Integrated Intervention Team State Led review
<b>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.</b>		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 '16 School Performance Scan, 75% (Question #69) of survey results indicate that staff believes that student behavior does not interfere with instruction. As of 5.22.17, Hendy had 26 suspensions and 233 discipline referrals. This indicates a need for implementing activities related to school culture and social-emotional health.
<b>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.</b>		By June 2017, 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.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Student Average Daily Attendance Student Discipline Referrals Formal Teacher observation data
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. 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.
10/1/2017	6/23/2018	Students will complete the PLC survey aligned to the DTSDE rubric highlighting their perceptions regarding social/emotional development health and areas of needs. Administrators will coordinate the delivery of the survey. This survey will be completed during the spring of the '17-'18 school year. The school's strategic use of social/emotional data ensures that students receive the support they need to be successful socially, to develop social/emotional learning skills and to remove barriers to learning.
9/1/2017	6/23/2018	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. Administrators and Data and Curriculum Coordinators will provide monthly training to students and staff regarding identified areas of growth mindset. This information will be used to ensure that students receive the support they need to be successful socially and emotionally to utilize their skills.
9/1/17	6/23/2018	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. The school leader's vision is to utilize this process to positively impact student performance by removing barriers to student learning.
11/1/2017	6/23/2018	Classroom teachers will teach the Second Step character development program for 30 minutes/week. 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.
8/30/17	6/23/2018	Teachers will participate in professional development related to Kagan win-win to support teachers in their classroom management. <b>Who:</b> Tenet 5 team and building administration. <b>Participants:</b> All teachers. <b>How often:</b> quarterly & initial training during August days <b>Intended Impact:</b> Teachers will create structures that would support positive behavior in their classrooms.


## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	January 18, 2017 - January 20, 2017
<b>B2. DTSDE Review Type:</b>	Integrated Intervention Team State Led review

<b>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.</b>	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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<b>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.</b>	During the '17-'18 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 '17-'18 school year, 50% of families will attend a parent/teacher conference.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Attendance at Workshops Parent Participation in District/School Surveys Student surveys

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. 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.
9/1/2017	6/23/2018	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 related to the Parent/Family Needs assessment that was given in January '17. These presentations will align with the '17-18 ECSD Parent Academy Model. <b>Who:</b> Data and Curriculum Coordinators, administrators, teachers, community members, and students. <b>How often:</b> monthly <b>Intended Impact:</b> The training provided to staff and families allows both to work together to provide supports that result in improved student outcomes.
9/1/2017	6/23/2018	Parents will be provided with opportunities, as per the ECSD Intermediate Parent-Teacher Conference request form, to identify two preferred topics for discussion that they would like to explore during parent/teacher conferences. <b>Who:</b> Parents and teachers <b>How often:</b> 2x/year <b>Intended Impact:</b> Parents will be provided with opportunities to identify areas of discussion that are important to their family and their child.
9/1/2017	6/21/2018	School leaders will collaborate with teachers to provide a Family Invitational. <b>Who:</b> Teachers, Data and Curriculum Coordinators, and administrators <b>How often:</b> 2x/year <b>Intended Impact:</b> 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.
9/1/2017	6/21/2018	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. <b>Who:</b> Teachers and administrators <b>How often:</b> weekly <b>Intended Impact:</b> This tool will facilitate more regular reciprocal communication between families and the school environment.
