

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010013
School Name:	Coburn Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Jason Johnston	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		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 Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 18, 2017	Booth		
May 25, 2017	Booth		
May 31, 2017	Beecher		
June 1, 2017	Beecher		
June 1, 2017	Coburn		

Name	Title / Organization	Signature
Jason Johnston	Principal	
Joe Brucie	Assistant Principal	
Justin Fuchs	School Counselor	
Stacy Perkins	Teacher	
Paula Hackett	Teacher	
Terri Richer	Teacher	
Jamie Slavin	Teacher	
Kristi Morrell	Teacher	
Megan Townsend	Teacher	
Jessica Talada	Data & Curriculum Coordinator	
Keary Miller	Data & Curriculum Coordinator	
Karin Fargo	Teacher	
Toni Edwards	Parent Partner	

School Information Sheet

School Information Sheet							
Grade Configuration	3-6	Total Student Enrollment	512	% Title I Population	100%	% Attendance Rate	93.00%
% of Students Eligible for Free Lunch	74.00%	% of Students Eligible for Reduced-Price	0	% of Limited English Proficient Students	0.20%	% of Students with Disabilities	14.00%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	12.00%	% Hispanic or Latino	4.00%	% Asian, Native Hawaiian / Other Pacific Islander	0.00%	% White	71%	% Multi-Racial	13.00%

School Personnel							
Years Principal Assigned to School	12	# 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	5%	Average # of Teacher Absences	10

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	Yes		SIG 1003(g) Recipient	x
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	14%	Math Performance at Level 3 and Level 4	18%	Science Performance at Level 3 and Level 4	72%	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		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		All Students

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	x	Multi-Racial
x	Students with Disabilities		Limited English Proficient
x	Economically Disadvantaged		All Students

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
x	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
x	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 checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input 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 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 checked="" 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 Coburn staff the opportunity to focus on building and district related initiatives. After the NYSED review, the RtI process at Coburn was revised to clearly identify the roles of all stakeholders. 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.

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; Lesson planning to complement Tier II instructional system for literacy; An RtI process that tracks student performance and includes opportunities for 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.

Coburn 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 to support consistency in supporting students with appropriate connections between school and community agencies. Parent involvement is a challenge. The school continues to explore and cultivate opportunities that promote partnerships.

- 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.

Principals will co-facilitate monthly data meetings in order to engage in dialogue to support teaching and learning with all instructional staff. School leaders organize monthly town meetings to engage families in an ongoing dialogue regarding the ways that they can support academic and behavioral success. Additionally, schools will continue to utilize a variety of methods to inform parents and community stakeholders of school events and procedures (i.e. public service announcements, auto-dialer, social media venues, website, newsletters, parent portal, parent resource guide, etc.).

- 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

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:	December 6, 2016-December 8, 2016
B2. DTSDE Review Type:	Self-reflection with district oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	According to winter '16 teacher survey data (Question #11), 72.2% of staff believe that school leaders frequently visit our classrooms conducting informal walk-throughs. 73% (Question #12) of teachers believe they receive helpful instructional feedback and guidance from our school leaders.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June '18, 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 increase of 5% of staff believing that school leaders frequently visit their classrooms conducting informal walk-throughs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Data from administrative walk-throughs Formal teacher observation 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.
9/1/2017	6/23/2018	Administrators will complete classroom walk-throughs to monitor instruction according to a predetermined schedule. 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.
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

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:	December 6, 2016-December 8, 2016
B2. DTSDE Review Type:	Self-reflection with district oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	According to the IIT state focus review in December '16, it was recommended that the school leader provide clear expectations for lesson planning. The lesson plans should include NYS learning standards while including higher order questions and differentiated tasks. Additionally, state assessment data indicates the school clearly needs a comprehensive 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 11.7% of students scored 3s or 4s.
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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, 90% of teachers will develop lesson plans that focus on the NYS learning standards while including higher order questions and differentiated tasks. Additionally, 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.	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

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/24/2017	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. Who: District and building leadership will be responsible for planning and implementing professional development. Participants: All teachers. How often: 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. Intended Impact: 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. 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, RtI 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 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. 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.
9/1/2017	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 utilizing higher order questions during instruction. Who: Teachers and administrators How often: Formal observations will provide a venue for observing these questioning opportunities. Intended Impact: Students will engage in instruction that will incorporate higher-order questioning. This will enable students to develop their critical thinking skills.

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:	December 6, 2016-December 8, 2016
B2. DTSDE Review Type:	Self-reflection with district oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	According to the December '16 IIT NYS review, the recommendation is to clarify the RtI Process and communicate that consistently to staff. These interventions will then provide students with equal access to curriculum guidelines. 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 14% of all students are achieving proficiency on the annual ELA assessment. Interventions will be continuously monitored for effectiveness based on the established RtI protocol.
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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 teachers will receive communication and utilize the RtI model established by building leadership. The RtI process will provide guidelines for teachers to understand student performance and their responses to interventions. Teachers will additionally be required to 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.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Student Growth based on NWEA assessments (fall to spring) Data from administrative walk-throughs

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/25/2017	7/26/2017	Teachers will participate in district-led trainings regarding the RtI process. Who is responsible: district officials Participants: RtI Point People, building administration. How often: 2 days Intended Impact: Teams will examine and refine current RtI practices and processes.
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. 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.
9/1/2017	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. 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.

9/1/2017	6/21/2018	<p>The RtI process developed by Coburn administration will follow Coburn Elementary's RtI Process that was developed on January 4, 2017. This process merges the data meeting structure with RtI meetings to ensure that grade levels are supporting student learning by implementing interventions and monitoring progress for behavioral and academic needs. Including building administrators and psychologists in the structure of the meetings ensures that all vested parties are involved in monitoring student progress. Decisions can then be made regarding special education recommendations. Who: Building administrators and teachers How often: During monthly data meetings Intended Impact: Grade level teams will be provided with regular, structured opportunities to collaborate regarding student progress. Identified students will receive instruction that is specifically tailored to meet their needs.</p>

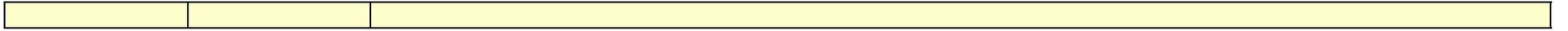
Tenet 5: Student Social and Emotional Developmental Health

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:	December 6, 2016-December 8, 2016
B2. DTSDE Review Type:	Self-reflection with district oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	According to the December '16 IIT NYS review, the recommendation is to communicate promote and build an awareness of community agencies and partnerships for students and families. Based on the winter '16 School Performance Scan, 67.6% (Question #63) of survey results indicate that staff believes that as a school we proactively reach out to students that may be having difficulties socially, emotionally and academically. 59.5% (Question #72) of staff believe that the student services team (guidance, social works, psychologists) provide key supports to the students.
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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 teachers will have an awareness of the community organizations and partnerships, in conjunction with the school, to support students and families. By June 2018, 90% of teachers and related community organizations will be involved in full implementation of the character education program for 30 minutes/week. This will be measured by a 5% increase in the survey results regarding staff beliefs that community agencies and partnerships are supporting students and families.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher/Student Surveys, Student Discipline Referrals

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
4/1/2018	4/1/2018	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	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.
9/1/17	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.



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:	December 6, 2016-December 8, 2016
B2. DTSDE Review Type:	Self-reflection with district oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	15-'16 ELA state assessment data indicates that 14% of students scored 3s or 4s. Additionally, data from the School Performance scan indicates that 27% (Question #84) of surveyed individuals believe they are able to help families set high expectations for their children. 54.1% (Question #92) believe that the school has events for families that encourage a partnership for learning. According to the December '16 IIT NYS review, the recommendation was to conduct a Parent/Family Needs assessment. This information will be used as a foundation for communicating with families in an effective manner.
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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.	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.). During the '17-'18 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.	Parent Attendance at Workshops Parent Participation in District/School Surveys Student surveys

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	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. 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.
9/1/2017	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. Who: Parents and teachers How often: 2x/year Intended Impact: 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 develop a Family Invitational. 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.
9/1/2017	6/21/2018	School administration and teachers will canvas families and other vested parties using the Needs Assessment during the Open House experience. Who: Parents, teachers & administrators How often: 1 time at Open House Intended Impact: Parents will be provided with opportunities to share information regarding their preferences for increasing parent engagement.
