

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010014
School Name:	Pine City Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Rhonda L. Baran	Title	Principal
Phone	607-735-3804	Email	rbaran@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 ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee			

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

- 2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

- 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

- 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Information Sheet

School Information Sheet							
Grade Configuration	PK-2	Total Student Enrollment	377	% Title I Population	100%	% Attendance Rate	95%
% of Students Eligible for Free Lunch	54%	% of Students Eligible for Reduced-Price	0%	% of Limited English Proficient Students	0.00%	% of Students with Disabilities	11%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.00%	% Black or African American	2.00%	% Hispanic or Latino	0.53%	% Asian, Native Hawaiian / Other Pacific Islander	0.00%	% White	88.00%	% Multi-Racial	10.00%

School Personnel							
Years Principal Assigned to School	11	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	0
% 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	3%	Average # of Teacher Absences	11

Overall State Accountability Status							
Priority School	N/A	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	X
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	N/A
ELA Performance at Level 3 and Level 4	24%	Math Performance at Level 3 and Level 4	37%	Science Performance at Level 3 and Level 4	80%	Four-Year Graduation Rate (HS Only)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A
Persistently Failing School (per Education Law 211-f)	N/A	Failing School (per Education Law 211-f)	N/A				

School Information Sheet

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

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

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

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

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

This year was the first year of implementation of the Common Core Skills Strand. End of the year NWEA results showed growth for all grade levels in the area of foundational skills. Kindergarten running record levels showed an increase from the 2015-16 school year.

- 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.

One of the tools we wanted to utilize to show student growth was Compass Odyssey since it correlates to the NWEA testing. After digging deeper into the reports, the SCEP team decided that the reports would not give teachers or the SCEP team information that would be useful in monitoring student progress; therefore, it was removed from the plan. The survey data showed that we are making overall gains, but are not ready to change the goals that were developed in the 2015-16 plan. Discussions around formative assessments realized that we need to revisit formative assessments in the fall and include them more often in lesson plans (plan when and what formative assessment would be best for the lesson). Professional development did not occur during this school year and will be addressed in the plan that is being developed. We did spend most of the year analyzing data during professional development. Grade level teams did have more opportunities to work together to work on curriculum and planning.

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

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

The successful implementation of the skills strand was a highlight. NWEA and Running Record Data showed gains.

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

There is a need to include formative assessments in lesson plans. In the fall, the teaching staff will review formative assessments and identify the ones that will be used by all teaching staff. Professional development on scaffolding did not occur and it is an area that needs to be worked on across all grade levels.

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

The guiding principles of Pine City Elementary School continue to include an academic environment focusing on collaboration, student-centered learning and high quality of instruction and rigor.

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

The identified subgroup(s) will be provided with the following support services to aid in improving their academic success: RTI (Response to Instruction Plans), Reading Support Services (reading/special education teachers). Small flexible groups during GRAIR time focused on skills-based instruction.

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

The following structures will be in place: SCEP team meeting monthly, Monthly Data Meetings/Grade Level meetings focusing on assessment, planning and curriculum, PBIS Team, Professional Development, Response to Instruction (meetings and individual plans for students), continued implementation of the skills strand and refocus on the anchor standards will drive strategic implementation of the mission/guiding principles.

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

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

Professional Development will continue around the assessment. Two areas of focus are formative assessments and scaffolding. The data from the 2016-2017 year showed that teachers utilized turn and talk more than any other formative assessment. Discussions from the SCEP team led us to revisit the formative assessments that we identified two years ago. In the fall of 2017-18, teachers will review and determine what ones will be utilized by all teachers. The other area we did not get to spend time on was scaffolded instruction. As a staff, we will work on this area of focus. We will continue with the second year of implementation of the skills strand.

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

School leaders will continue to strengthen relationships with school staff and the community through weekly staff newsletters, monthly parent newsletters and Family/Community Outreach Coordinator newsletters, postings on the district website/Facebook page and school-wide parent/family events. During the 2017-18 school year, the building principal and Family/Community Outreach Coordinator plan on learning and using Class Dojo as communication tool for parents.

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

The current plan will be made available to the public through the District/building website, parent newsletters and school-wide/parent events.

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Preschool teachers use the Prekindergarten Common Core Curriculum for instruction which aligns to the kindergarten curriculum. Prekindergarten teachers do participate in building professional development and data meetings. Parent involvement activities involve prekindergarten through second grade parents. The information the school receives from outside agencies is shared with kindergarten teachers (example: CPSE to CSE meetings). Within the building - prekindergarten information is shared with kindergarten teachers (example: individual prekindergarten benchmark assessments).

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:	March 20, 2017; April 25, 2017, May 17, 2017; June 6, 2017
B2. DTSDE Review Type:	DTSDE School Self-Reflection

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.	The recommendation from the District-Led Review that was conducted in March 26 reported that systems and structures needed to be identified to track and monitor school-wide practices, to make informed decisions that will result in improved student achievement, curriculum and teacher practices. On the staff surge 45.5% indicated that they wanted school leaders to provide clear and specific guidance around the understanding and application of data systems to inform instruction. When the survey question was given to staff it increased to 78.5%. 80% was not achieved so this will continue to be our goal in the 2017-18 school year. There will be changes in staffing and the teachers new to the building will need to familiarize
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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 2017, 80% of the staff will indicated on the DTSDE survey that ther is clear and specific guidance around the understanding and application of data systems to inform instruction that will lead to improved student achievement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	NWEA (October 2017, February 2018, June 2018) Teacher Survey Skills Strand/Running Record data Formative Assessments Walk-through 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.
Jul-17	Aug-17	<p>Action: Master Schedule will designate the mandatory GRAIR/CKLA Skills Strands time for each grade level allowing reading and special eduction teachers to pull-out/push-in to support students that did not meet benchmark requirements on the selected skills strands assessments. By backing up the GRAIR and Skills time in the master schedule, classroom teachers will be able to integrate skills into the GRAIR time for students that need additonal practice and reteaching.</p> <p>Responsible: Building Principal</p> <p>Participants: N/A</p> <p>Frequency: Summer work in July and August</p> <p>Intended Impact: to structure and maximize student instruction duiring the school day</p>
Nov-17	Jun-18	<p>Action: Develop quaterly surveys based on targeted areas on the DTDSE rubric to monitor progress. The results will be used to assess activity implementation.</p> <p>Building Principal/SCEP team Staff in November)</p> <p>to monitor resources/materials needed for instruction, programmatic needs/changes, instructional feedback/guidance and use of data to inform instruction</p> <p style="text-align: right;">Responsible: Participants: Teaching Frequency: Quarterly (starting Intended Impact:</p>

Oct-17	Jun-18	Action: Reviewing NWEA student data/skills strand data/running record data Building Principal Team/Classroom Teachers/Special Education and Reading Teachers Intended Impact: to review NWEA, skills strand and running record data to drive student instruction	Responsible: Participants: SCEP Frequency: Monthly
Sep-17	Jun-18	Action: Schedule monthly data meetings Building Principal /SCEP Team Members (members represent each grade level) Team/Reading Teachers/Special Education Teachers Intended Impact: to review student data and to develop strategies to increase individual student achievement	Responsible: Participants: Grade Level Frequency: Monthly
Aug-17	Jun-18	Action: Creation of an administrative walk-through tool aligned to the DTSDE rubric and school plan Responsible: Building Principal/SCEP Team Participants: Teaching Staff Frequency: Monthly Intended Impact: to monitor the implementation of the Common Core Anchor Standards, scaffolding strategies and formative assessments	
Oct-17	Jun-18	Action: Reviewing of monthly walk-through data Responsible: Building Principal/SCEP Team Participants: Teaching Staff Frequency: Monthly Impact: to determine areas of professional development for staff	Intended

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:	March 20, 2017; April 25, 2017, May 17, 2017; June 6, 2017
B2. DTSDE Review Type:	DTSDE School Self-Reflection

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.	The District-Led Review that was conducted during the 2015-16 school year stated that teachers needed to focus on the Common Core Anchor Standards in reading, complex text, pre-planned higher order questions, Common Core instructional shifts in ELA, formative assessments and scaffolding strategies that provide access to curriculum for all students. Staff Survey: 23.8% of staff indicated that school leaders provided opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students' needs. Survey for 16/17 increased to 64.3 %.
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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 plan guided reading instruction that targets the Common Core anchor standards based on the analysis of running records, NWEA ELA data and skills strand data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	NWEA (October 2017, February 2018, June 2018) Running Records/Skills Strand Assessments Lesson Plans

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.
Oct-17	Jun-18	<p>Action: Analyze students' running record data to implement skills based instruction focusing on the Common Core anchor standards during GRAIR (Guided Reading and Accountable Independent Reading)</p> <p>Responsible: Classroom Teachers, Special Education Teachers, Reading Teachers, Building Administrators</p> <p>Participants: Students</p> <p>Frequency: Quarterly (minimum)</p> <p>Intended Impact: By analyzing students' running record data, teachers will be able to strategically plan and implement skills based reading.</p>
Sep-17	Jun-18	<p>Action: Analyze students' skills strand data to implement skills based instruction focusing on the Common Core anchor standards during GRAIR (Guided Reading and Accountable Independent Reading) or skills strand block</p> <p>Responsible: Classroom Teachers, Special Education Teachers, Reading Teachers, Building Administrators</p> <p>Participants: Students</p> <p>Frequency: Quarterly (minimum)</p> <p>Intended Impact: By analyzing students' skills strand data, teachers will be able to strategically plan and implement skills based reading.</p>

Sep-17	Jun-18	<p>Action: Follow the updated pacing guides for the skills strand that have been developed by district staff members and utilize the identified skills strand assessments.</p> <p>Responsible: Building Principal</p> <p>Participants: Teachers, Reading and Special Education Teachers</p> <p>Intended Impact: to analyze the assessment data identified by district staff members and plan instruction to remediate students' phonological skills in order to increase fluency and comprehension of complex text</p> <p>Frequency: Daily</p>
Oct-17	Jun-18	<p>Action: Review/analyze NWEA student data</p> <p>Responsible: Classroom Teachers, Special Education Teachers, Reading Teachers, Building Administrators</p> <p>Participants: Students</p> <p>Frequency: Time during staff meetings, grade level meetings and district conference days</p> <p>Intended Impact: to drive student instruction in reading to increase student achievement</p>

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:		March 20, 2017; April 25, 2017, May 17, 2017; June 6, 2017
B2. DTSDE Review Type:		DTSDE School Self-Reflection
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.		2015-16 District Led Review indicated the importance of grade level data meetings to analyze student data/create targeted plans to need individual/group of students. Grade level data meetings did occur during the 2015-16 school year. Grade level teams did begin to take ownership of data with common assessments, data analysis protocols and collaborate action planning that reflect student needs/learning styles. Staff survey: #26 - 40.9% went up to 64.3%. Based on review of lesson plans scaffolding is not occurring across all classrooms. Questions 22, 46 and 49 address scaffolding and differentiation.
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 use data to incorporate texts of appropriate complexity in their daily lessons to challenge students to engage in group reading activities to answer text-based question to reach and comprehend grade-level literature and information text with scaffolding as needed as indicated on questions 22, 46 and 49.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Running Records/Skills Strand Assessments Lesson Plans Teacher Survey Walk-through data Formative Assessments
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	
Nov-17	Jun-18	Action: To review reading lesson plans for scaffolded instruction and formative assessments; feedback will be given to teachers Responsible: School Administrators Participants: Classroom teachers, Special Education Teachers, Reading Teachers Frequency: Monthly Intended Impact: By giving feedback on lesson plans to teachers, teachers will design instruction that is scaffolded to meet the needs of their learners based on student data.
Sep-17	Jun-18	Action: Teachers will take more ownership of data analysis and continue to turn in grade level data meeting minutes and agenda. They will continue to use the district protocol for analyzing data (SRI: Data Driven Dialogue). Responsible: School Administrators Participants: Grade Level teams (including reading/special education teachers) Frequency: Monthly Data Meetings Intended impact: Teacher will analyze student data and design lessons in which instruction is scaffolded to meet the needs of their learners.
Oct-17	Jun-18	Action: To develop scaffolds for teachers to use in daily reading instruction allowing students to access more challenging curriculum Responsible: Grade Level Teams/Building Administrators Participants: Classroom Teachers, Special Education Teachers, Reading Teachers, Students Frequency: Weekly/Monthly Intended Impact: Students will be able to have access to more challenging texts, increasing background knowledge and comprehension skills.

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:		March 20, 2017; April 25, 2017, May 17, 2017; June 6, 2017
B2. DTSDE Review Type:		DTSDE School Self-Reflection
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.		Attendance was the focus during the 2016-2017 school year. Overall attendance increased from 91.3 % to 94.87%. When the SCEP team completed the self-reflection, discussions were around students coming in tardy on a regular basis. We will continue to focus on attendance, but track students that are chronically tardy. After reviewing attendance report 31 students are tardy 11 - 17 days per year and 20 students are tardy 18 or more days per year.
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, the school leaders and PBIS team will continue to monitor daily attendance to increase attendance by 1% from the current rate of 94.87% to 96%. The number of students that are tardy 11 or more days will decrease by 50%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Student Average Daily Attendance
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.
Jul-17	Aug-17	<p>Action: In August, a cover letter with a packet of informaton will be mailed home to parents whose child had less than satisfactory attendance (more than 10 absences or tardies). The packet of information will share the importance of school attendance and the impact of chronic absencestardies on a child's education. Strategies will be provided to parents and they will be refamiliarized with the "stop light"</p> <p>Responsible: Building Assistant Principal</p> <p>Participants: Families/Students</p> <p>Frequency: 1x/year</p> <p>Intended Impact: Parents/guardians will gain an understanding of the importance of good daily attendance habits and how attendance impacts student acheivement.</p>
Sep-17	Oct-17	<p>Action: In September, the red/yellow/green stoplight will be communicated to students during morning and meeting and to parents via principal newsletter.</p> <p>Responsible: Classroom teachers and Building Principal</p> <p>Participants: Students and Parents</p> <p>Frequency: Weekly during the month of September</p> <p>Intended Impact: Students and Parents will know the "stop light." Green: I'm here, I am ready. Yellow: I can do better. Red: I am not here. I can't learn.</p>

Sep-17	Jun-18	<p>Action: At the end of each month, teachers will turn in attendance logs showing contacts with parents whose child has been absent or tardy 5 times or more that month. The building principal will send home with each student the end of each month a "stop light" with the number of absences/tardies. Required letters will be mailed home to parents when a child reaches 10 or more absences or tardies. If a student is at the end of the warning (yellow light), the assistant principal will contact family and will record it on a log that will be turned in to the principal each month. Referral to local agencies may be made (Family Services, Children Integrated Services).</p> <p>Responsible: Building Administrator, Community agencies, Classroom teachers, community agencies</p> <p>Participants: Pine City Families, students,</p> <p>Frequency: Monthly</p> <p>Intended Impact: To support families with barriers in achieving good daily school attendance</p>
Nov-17	Jun-18	<p>Action: At the end of each marking period students will be recognized for good attendance. The first marking period they will receive a key chain with one paw. A paw will be added each marking period for good attendance.</p> <p>Responsible: Building Principal and Family/Community Outreach Coordinator</p> <p>Participants: Students</p> <p>Frequency: Quarterly</p> <p>Intended Impact: To reinforce with students the importance of being at school and being on time.</p>
Sep-17	Jun-18	<p>Action: At the end of each month, the average monthly attendance will be displayed in the foyer or front office as a visual reminder to parents and students.</p> <p>Responsible: Assistant Principal</p> <p>Participants: Parent and Students</p> <p>Frequency: Monthly</p> <p>Intended Impact: To reinforce with parents and students the importance of being at school and on time</p>
Sep-17	Jun-18	<p>Action: Parents of children that have showed an improvement with daily attendance/tardies will be selected to receive a gift card from a local retailer.</p> <p>Responsible: Assistant Principal</p> <p>Participants: Parents and PBIS Team</p> <p>Frequency: 2x/year (mid-year/end of year).</p> <p>Intended Impact: To recognize parents for supporting the school with the improvement of thier child's daily attendance</p>

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:	March 20, 2017; April 25, 2017, May 17, 2017; June 6, 2017
B2. DTSDE Review Type:	DTSDE School Self-Reflection

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.	The district-led review in 2015-16 indicated that 30% of our families had introductions through school-sponsored programs to the Common Core Learning Standards and 33% indicated that we provided programs so that families could help their children at home. Surveys conducted during the 2016 -17 school year showed an increase in both areas (both at 57.1%). There is still a need to engage parents.
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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, 80% of teachers will agree or strongly agree that family and community engagement has increased.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Survey - DTSDE Parent/Teacher Conference Attendance Parent/Family Attendance at "Parent Academy" events
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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.
Sep-16	Jun-16	Action: Continue to communicate updates in regards to the Common Core Math and ELA Learning Standards to occur grade level "Back to School" nights, Parent/Teacher Conferences, Newsletters, Parent Academies and Class Dojo Responsible: Building Principal, Classroom Teachers, Family Community Outreach Coordinator Participants: Parents/Guardians Monthly to families Impact: to increase parent knowledge and understanding of the math and ELA Common Core Learning Standards
Sep-17	Jun-18	Action: During Parent/Teacher Conferences and Parent Academies (school events) guidance and assistance will be provided on how parents can help their children at home with math and reading skills relate to the Common Core Learning Standards Responsible: Building Principal, Family Community Outreach Coordinator, District Data and Curriculum Coordinators, Classroom Teachers Participants: Parents/Guardians/Students Frequency: Quarterly (minimum) Intended Impact: Parents/Guardians will be able to assist their children with reading and math related to the Common Core curriculum, encouraging a partnership for learning

Oct-17	Jun-17	<p>Action: Parents will be given the opportunity to visit their child's classroom during the reading/math blocks</p> <p>Responsible: Building Administrators, Teachers</p> <p>Participants: Teachers, Students, Parents</p> <p>Frequency: 1x/year</p> <p>Impact: Parents/Guardians will be able to observe how Common Core Standards are being implemented/taught by the teacher in the classroom</p> <p style="text-align: right;">Intended</p>