

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010015
School Name:	Riverside Elementary

2017-2018 School Comprehensive

Contact Name	Heather Donovan
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Website for Published Plan	www.elmiracityschools.com

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK STATE)

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 requirements of the law.

THE SIGNATURES BELOW CONFIRM APPROVAL

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

ENTER DATA INTO ALL YELLOW CELLS.

Supervisory Education Plan (SCEP)

Title	Principal
Email	hdonovan@elmiracityschools.com

NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS

and components of the ESEA Flexibility Waiver as detailed on page 1 of this

CONFIRM APPROVAL.

Print Name	Date
Hillary Austin	
Sara Lattin	

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	484	% Title I Population	100%	% Attendance Rate	91%
% of Students Eligible for Free Lunch	76.00%	% of Students Eligible for Reduced-Price	0%	% of Limited English Proficient Students	0.20%	% of Students with Disabilities	16%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.00%	% Black or African American	11.00%	% Hispanic or Latino	2.00%	% Asian, Native Hawaiian / Other Pacific Islander	1.00%	% White	67.00%	% Multi-Racial	19.00%

School Personnel							
Years Principal Assigned to School	1	# 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	12%	Average # of Teacher Absences	16

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

School Information Sheet

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

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

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

SCEP Plan Overview

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

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

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

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

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

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

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

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

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

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

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

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

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input 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).

The addition of full implementation of the CKLA program to include Core Knowledge Skill Strand has enabled all of our students the ability to learn basic skills at their instructional levels.

- 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.

After the first round of assessments in the Fall, data indicated that over 50% of the students had a 1-2 grade level deficit in skills. Administrators and teachers met and reviewed the data and determined that a change in the delivery of the CKSS was needed. A walk to skills schedule was developed where students were ability grouped and taught the grade level skills they needed. Constant assessing and data review was conducted to assure that students were all moving forward.

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

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

Intergration of take home reading program to connect school learning with home. Correlate New Science, Social Studies and Math Standards and Inquiries within the CKLL modules. Staff will develop plans to have students reflect daily on their learning

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

Bi-monthly team data meetings with Administration oversight. Walk Through data collection piece to track the daily use of formative assessments and detailed lesson plans with data and feedback shared monthly.

- 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.

At Riverside, we are dedicated to building a positive learning environment where students will become lifelong learners with a growth mindset creating cooperative partnerships among home, school, and community.

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

Student reading achievement will increase by 3 % to the targeted subgroup as reflected in NWEA, and expected individual student growth in CKLA assessments and running records.

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

The Leadership team (BPT and SCEP) will drive the strategic implementation of the mission/ guiding principles by meeting monthly and reviewing SCEP action plan. Team will also promote implementation of the mission by revisiting the plan monthly and promoting goals in weekly staff bulletin.

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

Student attendance, transiency, and mobility are huge barriers and with the plan set forth in Tenet 5 we will address these barriers head on.

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

Professional development opportunities will be provided for teachers throughout the year, bi-monthly and on district designated conference days to provide teachers with the strategies to strengthen the teaching of CKLA Domains and Skill Strands.

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

School leaders will strengthen relationships and communication with staff, families and community through weekly staff bulletins, weekly family dial ups and use of district publications.

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

The current plan will be made widely available to the public through District/building website and on file in the main office.

- 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.

Our Preschool program is built into the K-2 school model, Pre-k teachers are trained in CC instruction and assessment. During Kindergarten Registration, Back to school bags are provided that include books, CC oriented materials, and Parent involvement information. A current Kindergarten teacher will also be available during registration to answer any questions and provide suggestions for incoming Kindergarten students. Kindergarten will host a Welcome to school night to welcome all students and families.

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 31, 2016, April 1, 2016
B2. DTSDE Review Type:	District Led Review with 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 Spring 2016 DTSDE review and teacher survey, only 60.9% of staff feel that there is a school wide data system. School leaders need to improve student outcomes by creating systems and structures, in which teachers understand, to monitor school wide practices to improve student achievement, curriculum and teacher practices.
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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, teacher survey data will increase by 6% indicating there is a school wide data system.
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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 Walk Through Data Staff Survey
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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.
17-Sep	18-Jun	School leaders and district leaders will conduct Walk-Throughs and compile data to share monthly. Focus of monthly walk-throughs will focus on formative assessment and small group reading focused on the CC anchor Standards. Responsible: School and District leaders Participants: School and District leaders, Classroom and support staff Impact: Improved student achievement, curriculum and teacher practices.
17-Sep	18-Jun	School leaders will provide a school wide data spreadsheet that includes all academic assessment data to be completed quarterly. Responsible: Administrators Participants: Classroom teachers, support staff and administrators Impact: Continual focus on intentional planning will lead to student success.
17-Sep	18-Jun	School leader will schedule quarterly status of the class meetings to review individual student assessment data, lesson plan data and walk through data to assure students needs are being met. Responsible: Building Administrator Participants: Building Administrators, classroom and support teachers Impact: Improved student achievement, curriculum and teacher practices
17-Sep	18-Jun	Professional development will be provided for teachers using DDI protocols in monthly grade level meetings. Responsible: Administrators and DCC Participants: Administrators, Classroom and support staff Impact: Improved student achievement, curriculum and teacher practices.
17-Sep	18-Jun	School leader will provide staff with training on Student directed inquiry Responsible: Administration and DCC's Participants: Administration, DCC's and all instructional staff. Impact: Improved Student achievement, curriculum and Teacher practices.

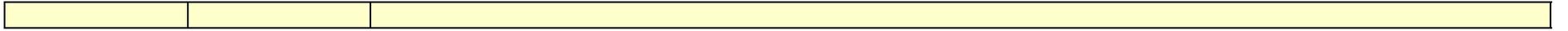
Tenet 3: Curriculum Development and Support

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 21, 2016, April 1, 2016
B2. DTSDE Review Type:	District Led Review with 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 NYS Assessment data and recommendations from the DTSDE review, student outcomes need to improve by ensuring that small group reading instruction for all students must be rigorous and aligned to the CCLS. The systematic lesson planning process will be based on student data and needs to individualize instruction with a focus on our subgroups. The Spring 2016 DTSDE teacher survey also indicated that 33.3% of staff believe that as a school, we have created systems so that students are able to reflect on their learning and keep track of their progress.
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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 instructional staff will create daily explicit lesson plans that are aligned with the CC anchor standards in reading, and are driven by data though teams collaboratively reviewing student data; as evidenced by review of lesson plans during walk throughs and as evidenced by a 10% increase in teacher survey questions as referenced in the needs statement.
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 Walk Through Data Lesson Plan Review

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-17	18-Jun	Grade level teachers will create daily lesson plans collaboratively each week for Small group that include complex text, pre-planned higher order questions, planned formative assessments, scaffolding for all students. Responsible: Classroom teachers Participants: All teachers Impact: Intentional planning will lead to better success for all students.
Sep-17	Jun-18	100% of teachers will be using CKSS daily to deliver foundational skills instruction in a walk to skills model. Responsible: All teachers, Reading Specialists and Special Educators Participants: teachers Impact: Students will gain a greater knowledge of foundational skills needed to be successful in reading.
Sep-17	Jun-18	Each grade level will dedicate 1 hour to small group instruction every day (GRAIR). All students will be provided with instruction within the classroom setting. Responsible: Classroom. Participants: Classroom teacher Impact: Having dedicated small group time will provide teachers with the tools to assure that all students are getting quality intentional teaching at their instructional level for the greatest amount of time.
17-Sep	18-Jun	Professional development will be provided for teachers using Data Driven Dialogue Protocols no less than once a month, on how to effectively use Data to inform instruction. Responsible: Administrator and DCC Participants: All teachers Impact: Providing teachers with Data driven Inquiry training will give teachers the guidance to drive their lesson planning that allow
Sep-17	18-Jun	Grade level teachers will incorporate at least 1 of the new Social Studies Inquiries into one of the CKLL modules. Responsible: All classroom teachers. Participants: teachers Impact: Students will be using student directed inquiry that is needed to become successful in reading.



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 21, 2016, April 1, 2016
B2. DTSDE Review Type:	District Led Review with 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.	Based on NYS assessment data and recommendations from the DTSDE review teachers need to use data analysis protocols in team meetings to collaborate action planning that reflects student needs and learning styles and informs small group lesson planning. Based on spring 2016 DTSDE teacher survey data only 38.1% of staff believe students have the strategies needed to track their own learning and only 42.9 % believe students are involved in higher level thinking.
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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 instructional staff will plan and meet regularly to review data to inform instruction in all areas of ELA. As evidenced by a 5% increase in Teacher survey data from questions 44 and 45 as also evidenced by an increase of 2% students that are at or above grade level on Spring NWEA test.
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 Lesson Plan Review Parent Feedback forms Staff Survey

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-17	Jun-18	CKLA Skill Strand will be delivered using a walk to skills model with students being grouped based on their individual skill need. Responsible: All teachers, Reading Specialists and Special Educators Participants: teachers Impact: Students will gain a greater knowledge of foundational skills needed to be successful in reading.
17-Sep	18-Jun	Teachers will guide students in tracking their own learning by showing students how to set personal learning goals and self monitoring of those goals. Responsible: Teachers Participants: Teachers and students Impact: Setting and monitoring goals will provide students with the ability to understand their learning and will motivate them to become more successful.
17-Sep	18-Jun	Teachers will hold 2 grade level team meetings to review student data and curriculum pacing. Responsible: All instructional staff Participants: All instructional staff Impact: Teachers planning for differentiation and scaffolding will enable teachers to meet the needs of all students.

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 21, 2016, April 1, 2016	
B2. DTSDE Review Type:	District Led Review with 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 Spring 2016 DTSDE teacher survey only 27.3 % of teachers believe that we have an effective system for developing and building student social-emotional health. Increased social and emotional health that is provided by mental health counseling services, student recognition, consistent family contact, and increased contact with Chemung County is intended to increase student average daily attendance to increase attendance from the current 90.9% .	
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, working with the leadership team will develop and implement an attendance system to track and improve attendance by 1% to increase attendance from the current rate of 90.9% to 91.9% as recorded in the period reports.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Staff Survey Discipline data	
E1. Start Date:	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.
Identify the projected start date for each activity.	Identify the projected end date for each activity.	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-17	Jun-18	Track daily attendance for each student Responsible: Classroom Teachers, Assistant Principal Participants: Students and Teachers Impact: to determine and support attendance for each student throughout the year. Green = (9% absence or less) I am here and I'm ready. Yellow = (10-17% absence) I can do better. Red = (18% absence or more) I'm not here. I can't learn.
Sep-17	Jun-18	Communicate the importance of good school attendance monthly to parents via newsletters and awards/certificates presented to students, at PFO meetings, and parent events. Responsible: Building Administrators, Classroom Teachers, Parent Partner Participants: Families and Students Impact: Parents/guardians understand the importance of daily attendance habits and how attendance impacts student achievement.
Sep-17	Jun-18	Student recognition will occur at the end of each calendar month for students meeting/exceeding the attendance rate of 91.9% (Green).An Award certificate will be given to students during the monthly town meetings. Quarterly attendance certificates will be handed out at the Awards Assemblies in Dec, March and May. Responsible: Building Administrator, Parent Partner, PBIS team, Attendance Clerk Participants: Families and students Impact: Encouraging students to attend school more frequently will increase student achievement.
Sep-17	Jun-18	School leaders, support staff, teachers, case worker, counselor, and community contacts will use attendance data, observation, and KidTalk information weekly to respond to students' social and emotional developmental health needs. Referrals to CPS, CIS, FSCC, and/or school staff (case worker, health office, administration) will be made based on group decisions. Responsible: Building Administrators, Children's Integrated Services, Family service of Chemung County Participants: Riverside Families, students and community agencies. Impact: By keeping in close contact with Chemung County Children and Family Services we will be able to catch families who are struggling getting to school and offer help in a timely manner.

Sep-17	Jun-18	Teachers will provide Second Step every Monday morning during Morning Meeting time to provide students with a consistent message for developing and building student social-emotional health. Responsible: Classroom teachers Participants: Classroom Teachers and students Impact: Increased awareness of social and emotional well being which allows for increase in healthy relationships and a safe, respectful environment in which students want to be a part of each day.

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 21, 2016, April 1, 2016
B2. DTSDE Review Type:	District Led Review with 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.	A partnership between families, the community, and school staff is necessary to create an environment where students, families, community members, and staff are learning and working together for student academic and social-emotional growth. According to the Spring 2016 DTSDE teacher survey only 27.3% of teachers feel we are effective at communicating and maintaining the home school connection and only 18.2% felt that families have had appropriate introductions to CCLS.
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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, school staff and families will partner to work together to create an environment that supports students' academic and social emotional growth. As evidenced by a 3 % increase in the teacher survey as well as a 2 % increase in parent attendance sheets.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Parent attendance at school events

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
17-Sep	18-Jun	Principal, Classroom teachers and Family Community Outreach Coordinator will communicate with parents through email, phone calls and monthly newsletters and to provide information on various topics to include academic, social and emotional tips for student growth and success. Responsible: Parent Partner Participants: Parent Partner and families. Impact: Increased parent communication to support outcomes for students.
17-Sep	18-Jun	Monthly Family Engagement nights will be scheduled on the 3rd Thursday of each month. Topics presented will all be aligned with current Common Core Learning standards being taught in the classroom. Responsible: Principal, Assistant Principal, SCEP team, PFO and Parent Partner Participants: Principal, Assistant Principal, PFO, Parent Partner, staff, families, students and community members. Impact: Increased academic progress as well as social emotional growth for all students and increased interest in school community partnerships.
17-Sep	18-Jun	Ongoing professional development twice each month will be provided for all staff to develop strategies that support families with students from economically challenged homes. Responsible: Administrators Participants: Administrators and all staff Impact: Increased understanding of Growth Mindset, CKLA and Math strategies will give staff the toolsthat families from ecomomically challenged homes need to support their students.