

LEA Name:	Schenectady City School District
LEA BEDS Code:	5306 0001 0000
School Name:	Howe Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

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Website for Published Plan	www.schenectady.k12.ny.us		

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		Laurence J. Spring	
President, B.O.E. / Chancellor or Chancellor's Designee		Cathy Lewis	

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-1	Total Student Enrollment	204	% Title I Population	100%	% Attendance Rate	94%
% of Students Eligible for Free Lunch	69%	% of Students Eligible for Reduced-Price	5%	% of Limited English Proficient Students	0%	% of Students with Disabilities	25%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	30%	% Hispanic or Latino	26%	% Asian, Native Hawaiian / Other Pacific Islander	7%	% White	26%	% Multi-Racial	10%

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	0	# 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	0	Average # of Teacher Absences	

Overall State Accountability Status							
Priority School	X	Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		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
	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
	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 checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

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

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

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

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

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

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

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

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input type="checkbox"/> | Tenet 6: Family and Community Engagement |

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Teachers spent time working through the written curriculum and developing implementation tactics.

- 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.

Teachers new to grade levels need more curricular time than originally planned. The time and support increased teacher understanding of the curricular expectations.

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

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

Understanding and developing teacher and student goals with new curriculum.

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

55% of teachers will be teaching a grade level new to them. This is a new school community with new teachers and families so academic, collaborative, community and student expectations are all new with significant needs. The community is moving to another location and it feels like a start over.

- 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.

We will create a mission this school year.

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

We are collecting information on our newly established school community

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

The created mission and created school structures will guide how we operate.

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

Staff new to grade levels and to each other so we need to create a collaborative teaching community with understandings of our student population and their needs.

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

Instructional Coordinators will work with staff and staff will work with seasoned teachers for greater curricular understandings. Use of after school learning community time will support this need with an outline of expectations for the meetings.

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

We will use professional learning community and other created meetings with staff as well as regular parent opportunities to meet with leaders as well as to participate in school functions and decision making.

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

On the district web site as well as in the school 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.

SCSD prekindergarten curriculum is aligned to the kindergarten curriculum and all records are shared with the receiving schools.

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

More information about the Turnaround Principles can be found at: <https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc>

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

3. How will the school continue to monitor and make adjustments to implementation?

Priority Schools: Whole School Reform Model

(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2016-17 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2016-17 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school’s approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2016-17 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school’s operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2016-17 plan.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 16-17 plan.

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education’s (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform’s website at <http://www.p12.nysed.gov/oisr/>. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader’s skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

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Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

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:	February 14-15, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	This new school needs to create a mission, a vision and goals as well as use walk through document to monitor, collect data and prepare teacher professional development on targeted high leverage 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, Howe Elementary School stakeholders will have had opportunities to participate in creating and have been exposed to the school's mission and vision as measured through attendance at meetings, stakeholder feedback, distribution and a survey administered and feedback calculated by March 2018.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	School will create mission/vision Building Leadership Team will be collaborative management group for the new school

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.
Aug-17	Sep-17	BLT 2 hours of meetings to plan the process for mission/vision (M/V) drafting, revising, distributing, feedback, revising, survey and finalizing
Oct-17	Nov-17	Implementation of Phase I (M/V) - BLT Draft Mission/Vision (2 hr mtg), share with staff at PLC and with families at PTO
Dec-17	Jan-18	Phase II (M/V) - BLT Mtg revise from feedback phase I, distribute to families and compile feedback from the larger distribution
Feb-18	Mar-18	Phase III (M/V)- BLT revise from feedback, final distribution to all families as well as in person PTO and parent workshops
Apr-18	Apr-18	Phase IV (M/V) - BLT Revision from the winter feedback
May-18	May-18	Phase V (M/V) - Survey distribution
May-18	Jun-17	Phase VI M/V - Evaluate feedback and make final revisions
Jul-18	Jul-17	Publish and Use Final version of Mission/Vision
Sep-17	Jun-17	BLT will meet 2/month in extended PLC format to review SCEP, check on progress and make changes if necessary
Oct-17	Jun-18	BLT preparation of paperwork and revisions of plan and review (4 hours each)
Jul-18	Jul-18	New SCEP preparation BLT members 2 days/5 hours each day
Aug-17	May-18	Leaders will use walkthrough tool to monitor, provide feedback and collect data to provide PD for academically productive talk and formative assessments.

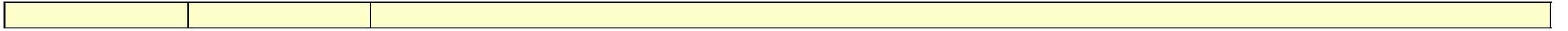
Tenet 3: Curriculum Development and Support

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:	February 14-15, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Howe School teachers need to continue learn the CCLS for their grade level and plan lessons which align to the 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, 75 % of Howe Elementary School teachers will implement lessons that align to CCLS, contain higher order thinking skills and are founded on data analysis of student work and assessments showing 8% growth from September - June on assessment measures.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Achievement will increase Clear data expectation and collection procedures will be in place Teachers Planning for and Implementation of CCLS

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	Two staff members will become literacy leaders (primary team/intermediate team) charged with; leading PLC on CCLS, collecting and analyzing data, high level instructional strategies and creating targets with teachers
Sep-17	Jun-18	Two staff members will become the data leader, one primary and one intermediate charged with AIMSweb training and data analysis
Sep-17	May-18	During PLC meetings district and building staff will train teachers on use of AIMSweb assessments as outlined on the PLC calendar with training prior to new implementations
Sep-17	Jun-18	Literacy Leaders will use PLC time 2/month to support planning literacy lessons on the CCLS for upcoming months
Sep-17	Jun-18	Teachers will utilize PLC time 2/month to create effective lessons as outlined in the K-3, 4-6 literacy plans. Administrative walk through tools will assist in identifying the needs for these meetings
Sep-17	Jun-18	Teachers will receive data during PLC 1/ month and work with literacy and data leaders to create structured groups to drive instruction
Sep-17	Jun-18	Leaders (administrative, data, literacy) will use walk-through protocols each month to assist in collecting information regarding teacher/student progress in implementation of the CCLS and SCSD literacy plans and use of high leverage practices with feedback at monthly faculty meeting and PLC meetings



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:	February 14-15, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Many Howe School Classroom Teachers are in year 2 of teaching a grade that they have not been teaching so teachers need to learn high level instructional strategies for their new grade level and if in a known grade they need to increase their current understandings of strategies and assessment expectations.
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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, 75 % of Howe Elementary School teachers will implement lessons containing high level instructional strategies to meet the needs of all students as evidenced by walk-through observations, lesson plans and an 8% increase in academic success from Sept to June.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Achievement will increase Clear data expectation and collection procedures will be in place Teachers Planning for and Implementation of CCLS
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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-17	Jun-18	During PLC time district and building staff will train teachers on the use of all district and building level data collection systems including but not onclusive of: AIMSWeb, Performance Plus, ELSA student assessments and SCSD interim assessments (Sept need 5 days PLC each month after 1 meeting/month)
Sep-17	Jun-18	PLC grade level meetings will support review of data (1mtg/month)
Sep-17	Jun-18	PLC grade level meetings will support creating structured groups from data (1mtg/month)
Sep-17	Jun-18	Two hours/month grade levels will meet with district and building leaders as PD to support increasing implementation of high level strategies for student growth. Meetings will be informed by the walkj through data gathered in regards to use of the HLP's.

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:	February 14-15, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	Create and implement a school wide behavioral system that will also include general classroom expectations for some consistency all of which will include support to students who struggle with life trauma.
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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 November 2017, Howe School will have created or adopted and implemented a school wide behavioral system as measured by the creation of school wide and classroom systems and protocols while collecting behavioral data and reviewing it monthly during support meetings.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Building will create and implement classroom and building management structures that are clear and taught to all Targeted staff will support students during high needs times

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.
Aug-17	Jun-18	Two team leaders will support and lead the building wide management expectations team
Aug-17	Oct-17	Classroom Management Plans will be created, subitted and reviewed by management team
Aug-17	Sep-17	Building expectations will be outlined and shared with staff
Sep-17	Sep-17	Building expectations will be taught to students during rotational outlined event
Sep-17	Jun-18	School wide system will be used to support behavioral expectations with changes made as needed
Sep-17	Jun-18	SBST will meet monthly to discuss the social emotional status of the building sharing strategies and skill sets as needed
Sep-17	Jun-18	BLT/SBST will meet monthly at PLC for behavioral/management planning
Sep-17	Jun-18	Management Team will collect classroom and building level behavior data monthly and share out at faculty meetings
Oct-17	Jun-18	Staff will receive PD from school's Trauma Leadership Team during PLC and faculty meetings as outlined by SCSD
Sep-17	Jun-18	Staff will be strategically placed during high needs times with targeted activities and supports to teach, monitor and support student needs - "social skills groups" / ' quiet lunch" , etc depedning on the needs of students throughout the school year

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:	February 14-15, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

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.	As a new school we need to create a school community with families and support student success with a culture of partnership between home and school.
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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, Howe School will have at least 40% of students and families participating in school scheduled events and programs planned to promote awareness and involvement in student academic achievement and social emotional needs as measured by parent attendance at events.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Building Leadership Team will support families with family events and workshops

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.
Aug-17	Sep-17	The Building Leadership Team and parent collaborators will create the parent compact, as evidenced by a compact
Aug-17	Sep-17	The BLT will create a parent/family handbook to assist families in navigating the school
Oct-17	Apr-17	The school will create family events that include information on CCLS as well as practical activities that families can use to support student growth
Sep-17	Jun-17	BLT Members will lead grade level teachers in creating academic update forms to send to families in between report card times
Sep-17	Jun-17	Family Outreach Committee will meet 1/month at PLC to plan events and review concerns
Sep-17	Jun-17	Family outreach will include newsletters of classroom and school events in languages as needed by families
Nov-17	Apr-18	Parent/family workshops to support student success with special out reach invitation to those who have struggling students