

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010011
School Name:	Lincoln Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent	signature on file	Laurence T. Spring	19-Jul-17
President, B.O.E. / Chancellor or Chancellor's Designee	signature on file	John Foley	19-Jul-17

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	Pre-K-5	Total Student Enrollment	300	% Title I Population	100%	% Attendance Rate	94%
% of Students Eligible for Free Lunch	85%	% of Students Eligible for Reduced-Price	2%	% of Limited English Proficient Students	20%	% of Students with Disabilities	15%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	34%	% Hispanic or Latino	27%	% Asian, Native Hawaiian / Other Pacific Islander	19%	% White	15%	% Multi-Racial	5%

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	0	# of Deans	1	# of Counselors / Social Workers	2
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	5	Average # of Teacher Absences	8

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	No	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	No
Identification for ELA?	No	Identification for Math?	No	Identification for Science?	No	Identification for High School Graduation Rate?	N/A
ELA Performance at Level 3 and Level 4	14%	Math Performance at Level 3 and Level 4	11%	Science Performance at Level 3 and Level 4	47%	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)	No	Failing School (per Education Law 211-f)	No				

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	x	Black or African American
x	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	x	Black or African American
x	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	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 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 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 checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input 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 checked="" type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input checked="" 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).

37% reduction in student discipline referrals due to Responsive Classroom implementation

- 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.

Adjusted intervention services for second grade- data increased from 18% proficiency to 67% indicated by AIMSWeb for reading

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

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

Tier II PBIS implementation, year 3 Responsive Classroom implementation, Parent Focus Groups

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

student achievement, student social and emotional health, student attendance, lesson planning with multiple points of student access, student self assessment, parent and community engagement

- 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 believe every child can and will learn and it is our job to ensure that it happens...whatever it takes. We will remove barriers like attendance and social emotional health, and we will accept nothing but our best.

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

increase ELA and math student performance on interims by 20% and on NYS assessments by 10%, reduce referrals by 10%, and chronically absent students by 20%

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

Our student support team and intervention teams will work together, meeting bi-weekly, to drive our goals. Our BLT will meet monthly to monitor the aforementioned targets and to make adjustments. This progress will be reported to and revised with faculty at our monthly meetings. The principal and leadership team will also monitor progress during weekly learning walks and walk throughs with specific, monthly objectives.

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

peer feedback loops, new staff needs versus our capacity to meet those needs quickly and thoroughly

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

bi-weekly Wednesday PD offered by tenet

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

community focus group meets monthly, BLT monthly, faculty meetings monthly, PTO monthly, daily news and notes, and vertical and horizontal PLCs three times per week

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

focus group, website, newsletter, PTO, mailings, all school events, faculty binders

- 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 students attend our school and receive curriculum designed to transition students to kindergarten, preschool children and families are included in all school functions

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:	1/17,18 /2018
B2. DTSDE Review Type:	District Review

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.	Due to a changing population and high mobility rate, the mission and long term vision of Lincoln are not owned by all stakeholders.
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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 the Lincoln School Community will know and understand the school's goals/mission and long-term vision as measured by a survey administered in June 2018.
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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 Average Daily Attendance Rate Parent Participation in District/School Surveys
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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.
Aug. 1, 2017	Sept. 1, 2017	The school leader will facilitate a focus group of school community and affiliated partners to revise goals/mission and long-term vision and to develop a plan for communicating this information with all of our stakeholders.
Aug. 1, 2017	Sept. 1, 2017	The school leader will work with the focus group to plan a process for communicating the SCEP goals to all stakeholders.
Dec. 1, 2017	Dec. 30, 2017	The school leader and focus group will reconvene to progress monitor the plan and recommend revisions.
Sept. 30, 2017	Jun. 30, 2018	The school leader will share quarterly report data on progress toward the SCEP goals with faculty and staff, including a process for making recommendations and revisions.
Sept. 30, 2017	Dec. 30, 2017	The school leader will work with the BLT to monitor and revise the SCEP using shared decision making and Tenet Champion Groups to ensure that the SCEP is progressing.

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:	1/17/17, 1/18/17
B2. DTSDE Review Type:	district led

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.	From the January district-led DTSDE School Review, lesson plans do not consistently include multiple points of access for all students. A variety of high leverage practices needs to be evident while attending to the curriculum map and timeline.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018 90% of Lincoln Elementary teachers will plan lessons which align to CCLS, district curriculum maps, contain high leverage practices, and are founded on data analysis of student work as measured by the learning walk/debrief cycle.
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. Record of walkthrough data collection forms.

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.
Sept. 1, 2017	Sept. 30, 2017	The school leaders and/or team cohorts will develop and share a system for peer review and reflection of lessons including walkthrough and debrief cycle.
Sept. 1, 2017	Jun. 30, 2018	The school leaders and/or team cohorts will conduct monthly walkthroughs using the walkthrough data collection form including a review of the lesson plans to look for CCLS alignment, attending to the district curriculum map and timeline, high leverage practices, and data-driven instruction.
Oct. 1, 2017	Jun. 30, 2018	The school leader will share the results of the walkthroughs with building team leaders quarterly.
Oct. 1, 2017	Jun. 30, 2018	The school leader and/or team cohorts will collect monthly walkthrough data collection forms and feedback will be provided in the form of cohort debriefs to include grade level intervention coaches and other colleagues.

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:	1/17,18 /2018
B2. DTSDE Review Type:	District Review

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 the January 2017 District-led DTSDE School Review, instructional practices do not consistently lead to high levels of student engagement and achievement.
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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, Lincoln Elementary 3rd-5th grade students will demonstrate an 8% increase in the district interim assessment results from Fall 2017 to Spring 2018.
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; Student participation in ELT opportunities;

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.
1-Sep-17		School leaders and /or cohort teams will conduct engagement inventories in K-5 ELA and Math Blocks and share feedback with teachers .
Sept-Dec		School leaders and/or cohort teams will plan and review lessons and conduct learning walks focused on responsive classroom practices, guided reading, small group work in Math, strategy groups in writing using culturally responsive checklists and rubrics.
Oct- June		School leaders and cohort teams will focus on high leverage practices (use of accountable talk practices, formative assessments for planning, timely feedback loop and scaffolding) in learning walks and debriefs.
Oct-May		Grade level teams will review student data (Aimsweb, Interims) quarterly, setting smart goals and progress monitoring every two weeks to measure progress toward the smart goal.
Sept-June		Grade level teams will plan using the district curriculum map and the CCLS, create formative assessments for units and review student work within each unit of study in ELA and Math.
Sept-June		Cohort teams will coordinate and collaborate with the reading and math intervention teachers in the Move Four process, allowing for focused diagnostic and strategic work.
Jan-May		School leaders and cohort teams will plan and review lessons and conduct learning walks focused on responsive classroom practices, guided reading, small group work in Math, strategy groups in writing.

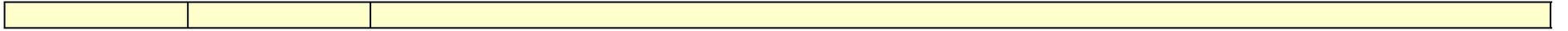
Tenet 5: Student Social and Emotional Developmental Health

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:	1/17/17-1/18/17
B2. DTSDE Review Type:	District Led

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.	From the 1/17/17 district led DTSDE school review the school needs to continue to provide social and emotional learning and skill based instruction for all students.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018 100% of Lincoln faculty and staff will implement a pro-social skills curriculum as measured by a 10% reduction in discipline referrals from last years totals to this years monthly totals.
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; Student average daily attendance; Students Suspension Rate (short term-long term); Student Discipline Referrals

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Aug-17	1-Sep-17	The school leader will create a schedule for daily and weekly meetings of the PPS/Intervention Team.
1-Aug-17	1-Sep-17	The school leader and social workers will develop a 6-8 week coaching cycle with a feedback loop and imbedded PD to roll out the pro-social skills curriculum in all classrooms.
1-Sep-17	30-Dec-17	The PPS team will track all faculty being trained to ensure all are trained by December 30,2017.
1-Jan-18	30-Jun-18	The pro-social skills roll out will be school-wide.
1-Jan-18	30-Jun-18	The PPS /Intervention teams will monitor the implementation of pro-social skills through data analysis of classroom referrals and will provide support to those teachers who are struggling to fully implement the curriculum.
1-Aug-17	1-Sep-17	The school leader and behavior specialist will develop the 6-8 week coaching cycle with a feedback and imbedded PD to roll out Responsive Classroom and Mindfulness in all classrooms.
1-Sep-17	30-Dec-17	The PPS/Intervention Team will track all faculty being trained to ensure all are trained prior to December 30, 2017.
1-Jan-18	30-Jun-18	The Responsive Classroom and Mindfulness roll out will be school-wide.
1-Jan-18	30-Jun-18	The PPS /Intervention teams will monitor the implementation of Responsive Classroom and Mindfulness through data analysis of classroom referrals and will provide support to those teachers who are struggling to fully implement.
1-Jan-18	30-Jun-18	The Community School coordinator will monitor the implementation of Responsive Classroom, Pro-Social Skills and Mindfulness through data analysis of tiered attendance groups and will provide interventions with the Family Empowerment facilitator and classroom teachers to those students missing more than 10 days of school .
1-Sep-17	30-Jun-18	PBIS will be implemented school-wide with support from a BOCES PBIS coach. The effectiveness of implementation will be monitored and evaluated monthly.



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:	1/17/17-1/18/17
B2. DTSDE Review Type:	District Led

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 school's family engagement work needs to result in partnerships that allow children to reach the school leaders' high 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, Lincoln Elementary will have a 25% increase in the number of parents participating in school activities and events, co-planned to promote awareness and involvement in student academic achievement and social emotional needs, as measured by parent attendance at events (Sign-in sheets) and activities, and by an increase in overall student attendance from 91.6% in 2016-2017 to 93.0% in 2017-2018.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Overall student attendance and parent attendance in activities and at 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.
Jul-17	Aug-17	CSC and FEF will identify and contact families of the top 100 attendance problems to establish collaborative relationships.
Sep-17	Jun-18	On a monthly basis, the CSC and FEF will evaluate student attendance and implement interventions to address students with attendance below 90%.
Sep-17	Dec-17	CSC and FEF will recruit parents to participate in monthly PTO meetings.
Sep-17	Dec-17	FEF will collaborate with teachers to establish home-school communications systems.
Sep-17	Nov-17	FEF will collaborate with teachers to identify Homeroom Parents to represent each classroom.
Sep-17	Jun-18	Eight PTO meetings will be held.
Sep-17	Jun-18	Parent attendance at PTO meetings will be evaluated by the CSC and FEF to ensure that at least 10 Homeroom Parents are in attendance at each meeting.
Oct-17	Oct-17	Parent Information Night will be held, and parent attendance will be compared to 2016-2017 attendance.
Feb-18	Feb-18	Literacy Night will be held, and parent attendance will be compared to 2016-2017 attendance.
Mar-18	Mar-18	Math Night will be held, and parent attendance will be compared to 2016-2017 attendance.
May-18	May-18	Family BBQ/Diversity Celebration will be held, and parent attendance will be compared to 2016-2017 attendance.
Jun-18	Jun-18	Results for 2017-2018 will be evaluated against the goal, and necessary adjustments will be incorporated into the SCEP for 2018-2019.