

<b>LEA Name:</b>	Schenectady City School District
<b>LEA BEDS Code:</b>	530600010013
<b>School Name:</b>	Paige 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.

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
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	560	% Title I Population	100%	% Attendance Rate	93%
% of Students Eligible for Free Lunch	73%	% of Students Eligible for Reduced-Price	4%	% of Limited English Proficient Students	9%	% of Students with Disabilities	16%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	25%	% Hispanic or Latino	6%	% Asian, Native Hawaiian / Other Pacific Islander	20%	% White	38%	% Multi-Racial	12%

School Personnel							
Years Principal Assigned to School	6	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	3
% of Teachers with <b>NO</b> 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	No	Focus School Identified by a Focus District	No	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	N/A
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)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A
Persistently Failing School (per Education Law 211-f)	N/A	Failing School (per Education Law 211-f)	N/A				

### School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	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 checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input type="checkbox"/>            | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/>            | Major Degree (All identified subgroups improved achievement.)              |

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

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input 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 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 type="checkbox"/>            | Tenet 3: Curriculum Development and Support                |
| <input type="checkbox"/>            | Tenet 4: Teacher Practices and Decisions                   |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input checked="" type="checkbox"/> | Tenet 6: Family and Community Engagement                   |

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

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

Based on Tenet 3: Curriculum Development and support, the district provided a different format for professional development. Monthly, teachers and administration came together to focus on a high leverage practice. Teachers were then able to take the strategies provided in the pd back into the classroom to use with students. There was an increase in formative assessments, higher order questioning and scaffolding.

- 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.

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

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

The district is committed to focusing on the social/emotional needs of students. A Trauma Sensitive Schools core team has been developed at the district level and building level teams were established to receive training in the area of trauma. The building level team will then turnkey that information to the building staff.

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

The need for systems and policies/procedures to handle the change in the demographics of the student body is a priority.

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

The Paige Mission is to ensure effective teaching practices, provide a safe learning environment and empower students to learn so that they can become productive and contributing members of the global community. With that in mind, the focus of the current 17/18 SCEP plan is to focus on the learning environment for students. Teachers will focus on objectives and planning lessons that will meet the needs of all students. The use of data to form groups and inform instruction will be stressed so that teachers are differentiating their lessons. The overall climate of the building will be Trauma sensitive.

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

By June 2018, students ELA proficiency performance on district benchmark/Interim exams, Aimsweb testing and F & P testing will increase by 8% for all students and 16% for Black students and students with disabilities.

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

School leaders will develop a schedule for collection of teachers' lesson plans, classroom walkthroughs and the analysis of data collected to provide a feedback loop to teachers.

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

During the 16/17 school year, with the addition of over 300 new students, the lack of relationships with students and parents was a real barrier. Discipline was the major focus for administration. For the 17/18 school, the focus will be on establishing new policies and procedures that will address issues related to discipline.

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

Professional Development, related to the district focus on the social emotional needs of students, will primarily be related to trauma sensitive strategies.

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

The school leader will develop a parent focus group to address issue/concerns/ideas that will strengthen the home school connection. Weekly letters are sent from the school leader to staff to update and inform them of upcoming events and needed information. A monthly newsletter is sent to all families with school related tips and reminders.

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

A copy of the 17/18 SCEP plan will be housed in the main office. The plan will be discussed at the opening PTO/PPT event.

- 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.

During the 16/17 school year, Paige had a pre-school program. Those students are transitioning into the kindergarten in the building that they attended during pre-school. Families were included in all Paige activities and events so the transition will be seamless.

**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

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 27 and 28, 2017
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b>C1. Needs Statement:</b> 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 April 2017 District-Led Review, due to a demographic change in the population of students, the school leaders have not developed systems/procedures that focus on the daily operations of the school day allowing for transitions from non academic times to academic times which are culturally responsive to trauma induced needs of the students.
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<b>D1. SMART Goal:</b> 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, students ELA proficiency performance on district benchmark/Interim exams, Aimsweb testing and F & P testing will increase by 8% for all students and 16% for Black students and students with disabilities.
<b>D2. Leading Indicator(s):</b> 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

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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	Aug-17	Building level teams (discipline, arrival/dismissal, lunch/recess, PBIS) will meet to set up policies and procedures.
Jul-17	Jul-17	Building level core team will attend district provided professional development related to trauma sensitive schools.
Sep-17	Sep-17	Prior to school beginning, building level teams will present polices and procedures to all staff.
Sep-17	Sep-17	The trauma sensitive core team will present professional development to all staff related to trauma sensitive classroom strategies.
Sep-17	Sep-17	During the first week of school, students will be explicitly instrcted on polices and procedures related to discipline, arrival/dismissal, lunch/recess, PBIS.
Oct-17	Jun-18	Building level teams will meet to discuss the effectiveness of the discipline, arrival/dismissal, lunch/recess, PBIS policies and procedures.
Oct-17	Jun-18	The trauma sensitive core team will meet to receive on going professional development which they will then turn key to all building level staff related to trauma sensitive strategies and procedures.
Oct-17	Jun-18	Building level teams will report out at monthly faculty meetings the effectiveness of the discipline, arrival/dismissal, lunch/recess, PBIS policies and procedures.

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 27 and 28, 2017
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b>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.</b>	As a result of the April 27 and 28, 2017 District -Led review, the school leaders have not developed a system for consistent collection of teacher lesson plans and providing a feedback loop to ensure that daily lesson objectives are presented to students that are aligned to the CCLS.
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<b>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.</b>	By June 2018, students ELA proficiency performance on district benchmark/Interim exams, Aimsweb testing and F & P testing will increase by 8% for all students and 16% for Black students and students with disabilities.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low-Income Students District required assessments (Interim, Aimsweb, F & P testing)

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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 school leaders will develop a monthly schedule and tool for classroom walkthroughs to look for quality objectives, implementation of objectives and student understanding of objectives.
Sep-17	Oct-17	The monthly schedule for lesson plan collection will be communicated to all teaching staff.
Sep-17	Oct-17	teachers will assess students with various assessment tools to determine student ELA performance levels.
Oct-17	Nov-17	Data Cycle 1: school leaders will collect lesson plans, perform walkthroughs, analyze data to provide actionable feedback to teachers.
Dec-17	Jan-18	Data Cycle 2: school leaders will collect lesson plans, perform walkthroughs, analyze data to provide actionable feedback to teachers.
Feb-18	Mar-18	Data Cycle 3: school leaders will collect lesson plans, perform walkthroughs, analyze data to provide actionable feedback to teachers.
Apr-18	Jun-18	Data Cycle 4: school leaders will collect lesson plans, perform walkthroughs, analyze data to provide actionable feedback to teachers.

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 27 and 28, 2017
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b>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.</b>	According to the April 27 and 28, 2017 District-Led Review, the school leaders have not developed a system for the consistent analysis of teacher lesson plans and providing a feedback loop to ensure that daily ELA lessons are differentiated to meet the specific needs of all students.
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<b>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.</b>	By June 2018, students ELA proficiency performance on district benchmark/Interim exams, Aimsweb testing and F & P testing will increase by 8% for all students and 16% for Black students and students with disabilities.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Growth Percentile for Low-Income Students District required assessments (Interim, Aimsweb, F & P testing)

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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	Oct-17	All students will be tested using district required testing.
Sep-17	Oct-17	Classroom teachers, along with reading specialists, intervention specialist and school leaders, will analyze the student test data to determine appropriate instructional groups.
Oct-17	Jun-18	Classroom teachers and reading specialist will progress monitor, using the district provided flowchart, to assess student progress.
Oct-17	Jun-18	Student instructional groups will be determined based on the results of ongoing progress monitoring.
Oct-17	Jun-18	Teacher lessons will be based on the results of the analyzed student data.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 27 and 28, 2017
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b>C1. Needs Statement:</b> 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 April 27 and 28, 2017 District-Led Review, the school leaders do not have a system in place to analyze student disciplinary referrals.
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<b>D1. SMART Goal:</b> 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, student discipline referrals will decrease by 10% from month to month, in comparison to the 2016/2017 school year.
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<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals District required assessments (Interim, Aimsweb, F & P testing)
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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	Jul-17	School leaders and building Trauma Sensitive School Team will attend a 3 day Trauma Sensitive School Conference.
Jul-17	Jul-17	School leaders and building Trauma Sensitive School Team will develop a monthly schedule to meet and discuss building data and issues related to the social and emotional developmental health of all students.
Aug-17	Sep-17	Building social workers will determine caseloads and grade level coverage to best meet the needs of the building.
Aug-17	Jun-18	School Leaders and building Trauma Sensitive School Team will meet monthly to review building referral data and issues related to the social emotional developmental health of all students.
Sep-17	Jun-18	School Leaders and the building Trauma Sensitive School Team will present referral data to the faculty at monthly faculty meetings.

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 27 and 28, 2017
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b>C1. Needs Statement:</b> 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 April 27 and 28, 2017 District-Led Review, the school leaders do not have not developed/implemented formal expectations for engaging parents in the decision making process in their child's education.
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<b>D1. SMART Goal:</b> 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, students ELA proficiency performance on district benchmark/Interim exams, Aimsweb testing and F & P testing will increase by 8% for all students and 16% for Black students and students with disabilities.
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<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Parent Attendance at Workshops Parent Participation in District/School Surveys District required assessments (Interim, Aimsweb, F & P testing)
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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	A calendar of school wide events for students and parents will be created.
Sep-17	Sep-17	A calendar of PTO/PPT events will be distributed to all families through the district calendar, school web page, and an at-a-glance magnet.
Sep-17	Sep-17	A parent focus group will be established to discuss issues that are barriers to parent involvement in their child's education.
Sep-17	Jun-18	A monthly newsletter will be sent home to all parents containing tips related to local and state assessments, CCLS, homework help, bullying, internet safety, etc.