LEA Name:	Auburn City School District
LEA BEDS Code:	050100010002
School Name:	Casey Park Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

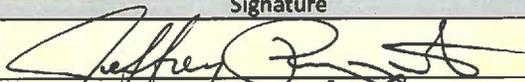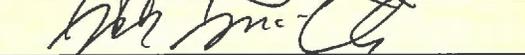# 2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Ronald Gorney	Title	Principal
Phone	(315)255-8764	Email	ronald_gorney@auburn.cnyric.org
Website for Published Plan	http://casey.auburn.cnyric.org/		

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]*	Mr. Jeffrey Pirozzolo	9/13/16
President, B.O.E. / Chancellor or Chancellor's Designee	*[signature]*	Mr. Michael McCole	9-13-16

1

Statement of Assurances

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

X	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. Note: For schools identified as Pers
X	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.
X	3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
X	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.
X	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
X	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 Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)

Name	Title / Organization	Signature
Paul Henegan	Art Teacher	
Jenna Vasile		
Colleen Miles		
Stephanie Festa		
Ronald Gorney		
Darlene Nila	Parent	
Mary Howard	Parent	

School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	482	% Title I Population	100	% Attendance Rate	94	
% of Students Eligible for Free Lunch	66	% of Students Eligible for Reduced-Price	6	% of Limited English Proficient Students	0	% of Students with Disabilities	11	

Racial/Ethnic Origin of School Student Population										
% American Indian or Alaska Native	0	% Black or African American	6	% Hispanic or Latino	6	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	76	% Multi-Racial	12

School Personnel							
Years Principal Assigned to School	4	# of Assistant Principals	0	# of Deans	0	# 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	2	Average # of Teacher Absences	8.3

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	12%	Math Performance at Level 3 and Level 4	25%	Science Performance at Level 3 and Level 4	85%	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)	

School Information Sheet

Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)		

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

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

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

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

SCEP Plan Overview

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

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

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

	Limited Degree (Fewer than 20% of goals were achieved.)
	Partial Degree (Fewer than 50% of goals were achieved.)
X	Moderate Degree (At least 50% of goals were achieved.)
	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").

	Limited Degree (Fewer than 20% of activities were carried out.)
	Partial Degree (Fewer than 50% of activities were carried out.)
X	Moderate Degree (At least 50% of activities were carried out.)
	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").

	Limited Degree (No identified subgroups improved achievement.)
	Partial Degree (Some of the identified subgroups improved achievement.)
	Moderate Degree (A majority of identified subgroups improved achievement.)
X	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").

	Limited Degree (There was no increase in the level of Parent Engagement.)
X	Partial Degree (There was a minor increase in the level of Parent Engagement.)
	Moderate Degree (There was modest increase in the level of Parent Engagement.)
	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").

	Limited Degree (Fewer than 20% of planned activities were funded.)
	Partial Degree (Fewer than 50% of planned activities were funded.)
	Moderate Degree (At least 50% of planned activities were funded.)
X	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").

	Tenet 1: District Leadership and Capacity

	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
X	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

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

The school systematically assessed students, analyzed the data and used the data to inform differentiated practices in fully inclusive classrooms.

• 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.

The school began to move towards a more consistent use of extended learning time. Staffing resources were thoughtfully allocated to meet student needs.

In developing the CURRENT YEAR'S plan:

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

The implementation of Extended Learning Time across all grade levels, the implementation of PBIS, a focus on providing supports for increased parent engagement.

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

The effective and consistent use of extended learning time to meet the needs of ALL students, the improvement of targeted data informed instruction during core and extended learning time, the improved behavior of students in less structured settings.

• 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.

Casey Park Elementary School, Committed to Every Child. Inclusive practices and the use of targeted data informed instruction is designed to meet the needs of every child, and commitment to every child's social and emotional development as evidenced by the interfacing all resources that support our students social and emotional needs. The school is also striving to engage families to better support the needs of children.

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

Special education students will meet their IEP learning goals at 75%, there will be a 10 % increase in students reaching core in dibels for the prior year.

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

A schedule will be developed reflecting mandated ELT times for Math and ELA. Teacher release time for collaboration around assessment and data analysis will also be a priority. Data inquiry teams and RtI teams will utilize this time to level students and design academic interventions to meet the needs of all students.

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

Scheduling and special education teacher, RtI teacher availability is a barrier because release time is hampered by substitute availability. Principal will proactively schedule release times so substitutes can be arranged in a timely manner.

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

STAR Learning, PBIS, DIT

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

Grade level meetings, faculty meetings, DIT,

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

School website, school newsletter, district website

• 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.

This school houses two UPK classrooms. Principal frequently visits students and engages with teachers in those classrooms. Kindergarten orientation is scheduled in August. Students are assessed during kindergarten registration. Teachers and psychologist visit all UPK sites and participate in a transition plan. UPK utilizes ELA and Math aligned curriculum.

Re-Identified Focus Schools

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

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of 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) beginning no later than the 2016-17 school year. 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. The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle.

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

1. Identify the Turnaround Principle the school is choosing to implement.

2.   Describe the schools plan for intensive implementation of the identified principle. As part of the response include a timeline for implementation.

3. Describe the plan for oversight of the implementation of the identified principle.

Priority Schools: Whole School Reform Model

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

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/.

1. Describe the schedule that will result in implementation of a whole school reform model no later than the 2018-19 school year.

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 15-16 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2015-16 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 2015-16 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 2015-16 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2015-16 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 2015-16 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 2015-16 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 15-16 plan.**

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 2016-2017 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.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students					
Student Average Daily Attendance					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals					
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development					
Parent Attendance at Workshops					
Parent Participation in District/School Surveys					

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 4 & 26, 2016
B2. DTSDE Review Type:	School Self Review With District Oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Two of seven grade levels consistently implemented extended learning time (ELT), due to this, the school needs to implement ELT at all grade levels an install a system to monitor instructional programs and practices during ELT.

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 30, 2017, school leaders will effectively implement a system that monitors instructional programs and practices during extended learning time in order to increase accountability and accelerate student achievement as evidenced by a 5% increase of students meeting grade level targets in Math and English Language Arts on STAR Math assessments (Grades K-6), Dibels assessments (Grades K-2), and STAR Reading assessments (Grades 3-6).
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 sub-group, student growth percentile for all students, student growth percentile for students with disabilities sub-group.

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.
7/15/2016	8/25/2016	Activity: Develop/write a master schedule reflecting ELT times. Person(s) responsible: Principal and grade level teachers. Who will participate: Principal and grade level teachers. How often: 2-3 meetings throughout August. Impact: A schedule that will allow for the equitable utilization of personnel resources during extended learning time.
9/1/2016	9/5/2016	Activity: Meeting with all school staff on the designated staff development day to discuss and review extended learning time expectations, schedule and protocol. Person(s) Responsible: Principal. Who will Participate: Principal and all staff. How Often: One meeting on September 1st. Impact: Staff will collaborate, organize, and build strategies for data analysis, leveling of extended learning time groups for math and ELA.
10/1/2016	11/30/2016	Activity: Data Inquiry Team Meetings. Person(s) Responsible: Reading Coach. Who will Participate: Grade level teams, including reading and special education teachers. How Often: Each grade level meets for 2 hours, two times before December 1st. Impact: Leveling of students in Math and ELA, instructional interventions designed tailored to student needs.
9/19/2016	Jun-17	Activity: Round 1, 2, and 3 of Math and ELA assessments, (STAR Math assessments (Grades K-6), Dibels assessments (Grades K-2), and STAR Reading assessments (Grades 3-6)). Person(s) Responsible: Classroom teacher. Who will Participate: Reading, special education and classroom teachers. How Often: 3 times yearly. Impact: Student achievement data will be collected to inform RtI meetings, data inquiry team meetings, and inform instructional strategies for regular math/ELA times and extended learning math/ELA times.

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 4 & 26, 2016
B2. DTSDE Review Type:	School Self Review With District Oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based upon inconsistent practices regarding alignment to the CCLS and extended learning time (ELT), this school needs to develop a plan to accrue data in a timely manner, and use the data to inform CCLS aligned instruction during ELT and core learning times, to meet the instructional needs of all students, at all grade levels.

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 30th, 2017 the school will develop a system where student performance data will be analyzed in a timely manner, the data informs CCLS aligned differentiated instructional practices during ELT, and core learning times , and is implemented across all grade levels, in order to meet the instructional needs of all students, as evidenced by student increases STAR and Dibels performance measures.
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, Minutes of Expanded Learning Time (ELT) Offered, student scores on district assessments

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.
9/1/2016	9/6/2016	Activity: Creation of assessment calendar for Dibels, STAR, and PAST. Person(s) Responsible: Principal, classroom teachers. Who will Participate: Principal, classroom teachers. How Often: One meeting, September 1st. Impact: expectations for assessment delivery clarified. increased accountability for teachers regarding completion of assessments.
9/5/2016	10/1/2016	Activity: Leveled instructional delivery during extended learning time for all grade levels. Person(s) Responsible: Classroom teachers, special education teachers, teacher aides, reading teachers. Who will Participate: Classroom teachers, special education teachers, teacher aides, reading teachers. How Often: Daily. Impact: Increased opportunity for students to receive targeted instruction based upon learning needs. Increased literacy, and numeracy levels.
9/6/2016	6/22/2017	Activity: Collaboration opportunities provided by principal (Data Inquiry Teams) will be created to analyze data and design differentiated instructional strategies for teachers. Person(s) Responsible: Principal, Reading and Math Coaches. Who will Participate: Classroom teachers, special education teachers, reading and math teachers. How Often: Bi-monthly. Impact: Students will be leveled for differentiated groups in core classes and extended learning time. instructional interventions will be tailored for individual students. Students will have instructional needs met. Student achievement will increase in literacy and numeracy.
9/6/2016	6/22/2017	Activity: Opportunities for further collaboration at faculty meetings for leveling and grouping students and planning grade level meetings around data analysis. (standing agenda item). Person(s) Responsible: Principal. Who will Participate: All teachers. How Often: Monthly. Impact: Students will be leveled for differentiated groups in core classes and extended learning time. instructional interventions will be tailored for individual students. Students will have instructional needs met. Student achievement will increase in literacy and numeracy.
6/1/2017	6/22/2017	Activity: Evaluate the effectiveness and implementation of extended learning time program. Person(s) Responsible: Principal. Who will Participate: Principal, all teachers. How Often: One time, June 2017. Impact: Recommendations for improvement of ELT plan will inform the SCEP/ELT program for 2017-2018.

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 4 & 26, 2016
B2. DTSDE Review Type:	School Self Review With District Oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Progress monitoring for specific skill areas was inconsistent, due to this the school needs to develop an plan to document and the consistently progress monitor in Math and ELA in order to increase the accuracy of targeted data driven differentiated instruction during ELT and core instructional times.

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 30th, 2017 an RtI and DIT systems will be fully implemented in this school in order to meet the differentiated instructional needs of all students as evidenced by Rti and DIT meeting minutes, differentiated lesson plans and student performance data.
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, RtI and DIT meeting minutes, lesson plan STAR and dibels performance data, report card data, Student Discipline Referrals, student attendance rates

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.
9/6/2016	9/19/2016	Activity: Determination of team members for RtI and DIT teams. Person(s) Responsible: Principal. Who Will Participate: Principal, School Psychologist, School Social Worker, Reading and Math Coaches. How Often: One scheduled meeting happening between Sept 1 and Sept 19. Impact: The development and existence of these teams will increase the effectiveness and uniformity of both processes.
9/6/2016	10/6/2016	Activity: Creation of DIT Calendar. Person(s) Responsible: Principal, Reading and math coaches. Who Will Participate: Principal, Reading and math coaches. How Often: One scheduled meeting with informal follow up between September 6th and October 6th. Impact: Increase in accountability and communication regarding the implementation of DIT meetings.
9/6/2016	10/6/2016	Activity: Creation of RtI Calendar. Person(s) Responsible: Vice principal, School Psychologist, reading teachers. Who Will Participate: Vice principal, School Psychologist, reading teachers. How Often: One scheduled meeting with informal follow up between September 6th and October 6th. Impact: Increase in accountability and communication regarding the implementation of RtI meetings.
9/6/2016	10/6/2016	Activity: Establish RtI protocol, progress monitoring tools, and meeting components. Person(s) Responsible: District Personnel, principal, Vice principal, School Psychologist, Reading and Math Coaches. Who Will Participate: District Personnel, principal, Vice principal, School Psychologist, Reading and Math Coaches. How Often: 1-3 meetings and informal communication to be scheduled between Sept 6th and October 6th. Impact: Increased efficiency of RtI process. Accurate leveling of students in math and ELA. Student instructional needs met through tailored interventions.
9/16/2016	10/17/2016	Activity: Improve RtI documentation. Person(s) Responsible: Vice Principal, School Psychologist. Who Will Participate: Vice Principal, School Psychologist. How Often: Informal collaboration from September 16th to October 17th. Impact: improved documentation will support teachers in their use of the information emerging from RtI meetings.
6/1/2017	6/22/2017	Activity: Evaluation of RtI program improvements. Person(s) Responsible: Principal, Vice Principal, School Psychologist. Who Will Participate: Responsible: Principal, Vice Principal, School Psychologist, all teachers. How Often: One year end meeting happening between June 1st and June 22nd. Impact: Recommendations for improvements will inform the RtI and SCEP plans for the 2017-2018 school year.
6/1/2017	6/22/2017	Activity: Evaluation of DIT program improvements. Person(s) Responsible: Responsible: Principal, Vice Principal, School Psychologist. Who will Participate: Responsible: Principal, Vice Principal, School Psychologist, all teachers. How Often: One year end meeting happening between June 1st and June 22nd. Impact: Recommendations for improvements will inform the DIT and SCEP plans for the 2017-2018 school year.

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 4 & 26, 2016
B2. DTSDE Review Type:	School Self Review With District Oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based upon student behavioral referral data, the school needs a formal protocol to identify and implement strategies to support a students behavioral and/or socio-emotional needs.

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 30th, 2017 the school will have implemented fundamental components of a PBIS program in the cafeteria and hallways, in order to create a school environment conducive to learning as evidenced by a reduction in student behavioral referrals by 10%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student behavioral referral data, Student Suspension Rate (Short-Term / Long-Term), Student Truancy Rate

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.
9/6/2016	9/30/2016	Activity: Determine PBIS related needs. Person(s) Responsible: Vise Principal. Who Will Participate: Principal, Vise Principal, School Psychologist. How Often: Informal Collaboration from September 6th through September 30th. Impact: Needs data will inform the development of a PBIS plan that will fit the needs of the building.
9/6/2016	9/30/2016	Activity: Establish a PBIS team. Person(s) Responsible: Principal. Who Will Participate: Principal, Vice Principal, School Psychologist. How Often: Informal collaboration from September 6th through September 30th. Impact: from September 6th through September 30th.
10/10/2016	11/4/2016	Activity: PBIS Team training. Person(s) Responsible: District personnel. Who Will Participate: PBIS Team. How Often: Two trainings- October 13th and 14th. Impact: Successful implementation of PBIS process.
11/1/2016	6/22/2017	Activity: Implementation of PBIS strategies. Person(s) Responsible: PBIS Team. Who Will Participate: All staff. How Often: This process will be continual through the year. Impact: Reduction of discipline rates. Improved school climate.

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 4 & 26, 2016
B2. DTSDE Review Type:	School Self Review With District Oversight

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based upon homework completion rates and communication logs with parents, this school needs to develop strategies to support parents understanding of their own integral part in their children's learning, and help them acquire the skills necessary to help their children with school work.

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 30th, 2017, the school will provide opportunities for parents to develop skills in order to better assist their children with school work, in order to increase academic achievement as evidenced by a 10% increase in students meeting district level criteria for ELA and Math.
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, Students meeting district level performance indicators for Math and ELA, Achievement on STAR Assessments, homework completion rates, Parent Attendance at 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.
9/6/2016	6/30/2017	Activity: Teachers will communicate the occurrence of unsatisfactory performance on schoolwork, with suggestions for an intervention by the parent. Included in this will be an expected parent response to address the performance issue. Person(s) Responsible: Principal and Classroom teachers. Who Will Participate: Classroom teachers, students, and parents. How Often: Weekly. Impact: Increased homework completion, increased academic performance.
10/3/2016	10/31/2016	Activity: Mid marking period progress reports will be sent home by teachers. The report will include suggestions to parents how to better support their children as needed. Person(s) Responsible: Principal and classroom teachers. Who Will Participate: Teachers, students, and parents. How Often: 4 times yearly at the midpoint of each marking period. Impact: Increased homework completion, increased academic performance.
10/3/2016	6/22/2017	Activity: Opportunities will be created for parents to learn about different resources such as school tool and to teach parent's skills/strategies for homework help. Person(s) Responsible: Principal and classroom teachers. Who Will Participate: Principal, Vice principal, all teaching staff. How Often: Quarterly. Impact: Increased parent engagement, increased student engagement, increased homework completion and academic performance.
9/6/2016	6/22/2017	Activity: Communication of the importance of parent engagement to parents through newsletters and other forms of communication. Person(s) Responsible: Principal. Who Will Participate: Principal and parents. How Often: Weekly. Impact: Higher level of parent engagement around their children's work and increased awareness related to the parent's role in their child's learning.
9/6/2016	6/22/2017	Activity: Individual grade level newsletters will be sent home by teachers to communicate academic expectations, and information for parents. Person(s) Responsible: Classroom teachers. Who Will Participate: Classroom teachers and parents. How Often: Weekly or bi-weekly Impact: Enhance parent ability to assist their children with schoolwork.