LEA Name:	Hempstead Public Schools
LEA BEDS Code:	280201030004
School Name:	Barack Obama Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Mrs. Kelly Fairclough	Title	Principal
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Website for Published Plan	hempsteadschools.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		Dr. Fadhilika Atiba-Weza	
President, B.O.E. / Chancellor or Chancellor's Designee		Mrs. Maribel Toure'	

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)
June 30, 2016	Principal's Office		
July 1, 2016	Principal's Office		
July 7, 2016	Principal's Office		
July 11, 2016	Principal's Office		
July 12, 2016	Principal's Office		

Name	Title / Organization	Signature
Kelly Fairclough	Principal/Barack Obama Elementary School	
Bernadette Johnson	Teacher/Barack Obama Elementary School	
Vicki McMillan	Teacher/Barack Obama Elementary School	
Rosetta Langlois	Teacher/Barack Obama Elementary School	

School Information Sheet

School Information Sheet

Grade Configuration	1-5	Total Student Enrollment	465	% Title I Population	94%	% Attendance Rate	91%	
% of Students Eligible for Free Lunch	92%	% of Students Eligible for Reduced-Price	2%	% of Limited English Proficient Students	28%	% of Students with Disabilities	5%	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	0.40%	% Black or African American	18%	% Hispanic or Latino	79%	% Asian, Native Hawaiian / Other Pacific Islander	0.20%	% White	0.60%	% Multi-Racial	

School Personnel

Years Principal Assigned to School	1	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	1.5
% 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	1	Average # of Teacher Absences	9

Overall State Accountability Status

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

School Information Sheet

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

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

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

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

SCEP Plan Overview

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

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

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

	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.)
X	Partial Degree (Some of the identified subgroups improved achievement.)
	Moderate Degree (A majority of identified subgroups improved achievement.)
	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.)
	Partial Degree (There was a minor increase in the level of Parent Engagement.)
X	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.)
X	Moderate Degree (At least 50% of planned activities were funded.)
	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
X	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	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).

During the 2015 - 2016 school year, we focused on monitoring our instructional practices by reviewing lesson plans and conducting walkthroughs. In addition, we continued continued guided reading instruction, a crucial component of Balanced Literacy. This resulted in the following student impact: our June 2016 Fountas and Pinnell's Benchmark Assessment reveals that fifteen percent of our second grade students exceeds the grade level expectation, twenty-four percent of our second grade students met the grade level expectation and seventeen percent of our second grade students are approaching the grade level expectations based on Fountas and Pinnell's Benchmark Assessment.

• Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

After reviewing our mid-year data, we shifted our focus to Guided Readng. All teachers were trained on how to conduct Guided Reading sessions. Teachers monitored students' progress during guided reading. As a result, our fifth grade local assessment data shows an eight percent increase in reading comprehension from September 2015 to June 2016. Our fourth grade Benchmark Assessment revealed that twenty-nine percent of the students exceeded the grade level expectation, five percent met the grade level expectation, and eight percent were approaching the grade level expectation. Therefore, guided reading will continue to be a component of the literacy block.

In developing the CURRENT YEAR'S plan:

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

During the 2016-2017 school year, all students will receive intervention based on their instructional need.

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

1) Writing Instruction 2) Subgroups: SWD, Bilingual students and ELLs 3) Word Study and Academic Vocabulary 4) Reading Comprehension

• 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.

Our mission is to provide our students with a quality education through meaningful learning experiences. Presently, our students are struggling with attaining an understanding of the English language. Therefore, it is imperative that we provide them with experiences that will allow them to discuss, explore, and critique the language they are expected to learn and understand.

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

This year we will focus on two subgroups: Students with Disabilities and English Language Learners. We will expect at least 50% of our ELLs and SWDs to increase by at least three reading levels from September 2016 to June 2017.

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

All classes will have tiered intervention embedded in their daily schedule. This will allow teachers to meet with all students on a weekly basis.

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

Staff attendance, student attendance, training, resources, and consistency might impact the expected outcome.

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

This year administration and teachers will receive training on Fountas and Pinnell's Baseline Assessment, Guided Reading, Wilson, Leveled Literacy, SIOP, and Small Group Instruction. The professional development for the 2016/2017 school year will focus on instructional strategies for tiered intervention based on the students' instructional need.

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

To ensure that communication is open with the school staff and the community, the school leader will continue to facilitate monthly staff meetings and committee and team members will facilitate data team meetings, PBIS meetings, IST meetings, PTO meetings, and quarterly assemblies to strengthen relationship with the school staff and the community.

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

The 2016/2017 SCEP will be posted on the district's and school's website, and available to members of the SBLT for monitoring.

• 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 first month of school, we will host a Get to Know Your School Night for all students. In addition, we will host a Welcome to First Grade for our incoming early childhood students in August.

Re-Identified Focus Schools
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

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

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

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

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.

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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 therof that have occurred since the 2015-16 plan.

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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.

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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

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

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.

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	Y	Y	Y	Y	Y
Student Average Daily Attendance	Y	Y	Y	Y	Y
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				Y	
Student Discipline Referrals				Y	
Student Truancy Rate	Y	Y	Y	Y	Y
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate	Y	Y	Y		
Teachers Rated as "Effective" and "Highly Effective"	Y	Y	Y		
Teacher Attendance at Professional Development	Y	Y	Y		
Parent Attendance at Workshops	Y	Y	Y		Y
Parent Participation in District/School Surveys	Y	Y	Y	Y	Y

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	March 24-26, 2015
B2. DTSDE Review Type:	SED Integrated Intervention Team

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 our DTSDE review, we recognized the importance of ensuring that all students receive consistent tiered intervention for academic achievement by trained pedagogues.

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.	Within the first quarter of the school year, all teachers and teaching assistants will be trained on Fountas and Pinnell's Benchmark Assessment System to accurately determine a student's reading level and Fountas and Pinnell's Guided Reading Instruction. Teachers and teaching assistants will provide Guided Reading Instruction on a weekly basis. In addition, RTI will be embedded in all teachers' schedules. Professional Learning Communities will be established to ensure timely analysis of data, discussion of instructional strategies, and the monitoring of students' progress. This will result in at least 50% of the students on every grade approaching, meeting, or exceeding grade level expectations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) Running Records Reports 2) Guided Reading Conference Sheets 3) Mid-Module Assessment Data 4) End of Module Assessment Data 5)RTI Group Progress Report 6) Lesson Plan review for implementation of instructional Strategies

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. 2016	Jun-17	On a monthly basis, members of the IST will provide teachers with instructional strategies based on schoolwide data during their Grade Level meetings.
Sept. 2016	Nov. 2016	Teachers and Teaching Assistants will be trained on Fountas and Pinnell's Benchmark Assessment and Guided Reading Instruction.
Sept. 2016	Jun-17	District Instructional Coaches will provide demonstration lessons, small group instruction in ELA and Math, and professional development on intervention strategies.
Sept. 2016	Jun-17	Administration will review lesson plans on a monthly basis for the implementation of instructional strategies and provide actionable feedback.
Sept. 2016	Jun-17	Administration will conduct walkthroughs during the RTI period and provide actionable feedback.
Sept. 2016	Jun-17	The Data Team and IST will meet with the grade levels on a monthly basis for the construction of appropriate instructional strategies.
Sept. 2016	Sept. 2016	Parents will complete a survey regarding their understanding of the school's mission and vision, their child's social and emotional development, their academic progress, and the 2016/2017 school goals.
Sept. 2016	Sept. 2016	Students will complete a survey on their academic progress, social and emotional development, and areas of interest.
Jun-17	Jun-17	Parents will complete an End of Year Survey on the progress made by the school regarding: their child's social and emotional development, their child's academic progress, the school goals, and areas for improvement in the 2017-2018 school year.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	March 24-26, 2015
B2. DTSDE Review Type:	SED Integrated Intervention Team

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.	After reviewing and reflecting on our 2014 - 2015 DTSDE School Report on our Curriculum Development and Support, we recognize the importance of continuing the utilization of Teacher's College Reading Curriculum for three to five years. Most importantly, lesson plans will be reviewed for the inclusion of higher order thinking questions, student voice, academic rigor, and text complexity. In addition, we willl develop a comprehensive interdisciplinary quarterly project based on the curriculum. This will allow teachers to partner within and across all grades and subjects areas to create an interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

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.	75% of the lesson plans submitted for the 2016 - 2017 school year will include: higher order thinking questions, academic rigor, and text complexity. Every quarter, Grade level teachers and Special area teachers will meet to devise a quarterly interdisciplinary project based on the curricula. 100% of the grade level teachers and Special area teachers will participate in the creation of the project and 80% of the students will demonstrate an understanding of the interdisciplinary project which will be common core aligned and encompassng the arts technology and other enrichment opportunities.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) Lesson Plan Submission and Review Log 2) Quarterly Interdisciplinary project construction by grade level teacher and special area teachers 3) Quarterly students participation in the Interdisciplinary project 3)Quarterly Interdisciplinary Meeting Notes

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. 2, 2016	Jun-17	Quarterly Grade Level Teachers and Special Area Teachers meeting to create the interdisciplinary project.
Sept. 2, 2016	Jun-17	Students produce the quarterly interdisciplinary project.
Sept. 2, 2016	Jun-17	Teachers documented feedback to students based on formative and summative assessments submitted to administration.
Sept. 2016	Jun-17	Administration will review lesson plans for the Common Core Shifts.
Sept. 2016	17-Jun	Administration will conduct walkthroughs for assessment of the implementation of the Common Core Shifts.

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 high levels of engagement, thinking, and
B1. Most Recent DTSDE Review Date:	March 24-26, 2015
B2. DTSDE Review Type:	SED IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	After reviewing our 2014 - 2015 School Report and reflecting on our practices, we realize the importance of utilizing formative assessments to provide immediate feedback to students. Teachers will modify and adjust their instruction based on formative data and low-inference observation. In addition, teachers will clearly communicate the learning expectations to all students.

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.	Throughout the instructional day, teachers will provide immediate feedback to students based on formative data. All students will set academic goals based on their results on summative assessments. This should result in at least 75% of our students meeting their Projected Growth on the NWEA local assessment. In additon, 50% of our students will provide text-based answers or evidence when providing a response to support an argument.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) Administration Walkthroughs 2) Student Goal Setting Sheet 3) NWEA Fall 2016 Assessment and Spring 2017 Assessment 4) Professional Development on Instructional Strategies for Student Achievement 5) Academic Word of the Week 6) Students' Writing Response

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 <u>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.</u>
Oct. 2016	June 15, 2017	Administrative Walkthroughs
Nov. 16, 2016	Nov. 28, 2016	Students set goals based on the first quarter summative and formative data.
Nov. 30, 2016	Feb. 10, 2017	Students set goals based on the second quarter summative and formative data.
Feb. 13, 2017	May. 25, 2017	Students set goals based on the third quarter summative and formative data.
Oct. 2016	March 22, 2017	Professional Development sessions and PLC on Instructional Strategies.
Sept. 2016	June 23, 2017	Academic Word of the Week
Oct. 2016	June 9, 2017	Students text-based written responses
25-May-17	23-Jun-17	Fourth Quarter Students' Self-Reflection

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	**Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.**
B1. Most Recent DTSDE Review Date:	March 24-26, 2015
B2. DTSDE Review Type:	SED Integrated Intervention Team

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.	After reviewing our 2014-2015 School Review and reflecting on our students' social and emotional developmental health, we recognize the importance of ensuring that all students are recognized by an adult mentor for academic achievement. In addition, all teachers will utilize the IST Referral System for identifying students who are at risk. Finally, all students will participate in a risk-free learning environment.

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.	Students in need of social and emotional support will have a Behavioral Incentive Plan. They will receive mandated or non-mandated counseling from our school Social Worker. They will also be assigned an adult mentor for a daily check-in and check-out regarding their academic, social, and emotional progress. This will result in a 20% reduction in the number of suspensions from the previous year, and a 20% increase in the number of students recognized by the PBIS committee for their positive behavior within the school community. Finally, 75% of the students will adhere to CHAMPS protocol for the learning environment with the emphasis on the attributes of Dr. Dweck's Growth Mindset.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) IST Referral List 2) Monthly Suspension Report 3) Monthly Mentor Log Sheets 4) PBIS Monthly Recognition Log 5) Weekly Behavior Reflection Logs

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 <u>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.</u>
Sept. 2016	Jun-17	All teachers will establish and implement the schoolwide classroom behavioral management plan.
Oct. 2016	Jun-17	All students will check in and check out with their adult mentor.
Oct. 2016	Jun-17	All teachers will utilize the Ladder of Referral Form for preventive and intervention purposes.
Oct. 2016	Jun-17	All students will reflect on their behavior by completing a Behavioral Reflection Form
Sept. 2016	Jun-17	All teachers will utilize the IST Referral System for identifying students who are at risk.
Sept. 2016	Jun-17	The PBIS committee will host quarterly assemblies and activities to encourage the social and emotional development of students
Sept. 2016	Jun-17	All teachers will reinforce the Growth Mindset so that all students are capable of shifting their thought processess.
Sept. 2016	Jun-17	Maintain community-based affiliation with Nassau County Law Club and Adelphi University and establish new affilitations

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	March 24-26, 2016
B2. DTSDE Review Type:	SED Integrated Intervention Team

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.	After reviewing our 2014 - 2015 School Report and reflecting on our partnerships with families and community members, we recognize the need to increase parental understanding of the resources available to them for student achievement and to increase parental involvement in the school community.

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.	Increase the number of parents that attend our school-based Parent Workshops by 20% and increase parental attendance and/or involvement at school-wide events by 20%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) Parent Workshops 2) Parent Workshops Sign-in sheets 3) Parent Surveys 4) Community-based partnership 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.
Sept. 2016	Jun-17	Parents participation in workshops and school wide events
Sept. 2016	Jun-17	Quarterly Parent Workshops
Sept. 2016	Oct. 2017	Parents participation in school survey
May-17	Jun-17	Parents participation in End of Year survey
Sept. 2016	Jun-17	Parents participation as Reading Partners
Sept. 2016	Jun-17	Parents acknowledging notifications of school-wide events
Oct. 2016	Jun-16	Community-based partnership events sign-in sheets