

|                       |                            |
|-----------------------|----------------------------|
| <b>LEA Name:</b>      | Franklin Elementary School |
| <b>LEA BEDS Code:</b> | 280201030001               |
| <b>School Name:</b>   | Franklin Elementary School |

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2016-2017 School Comprehensive Education Plan (SCEP)

|                                   |                      |              |  |
|-----------------------------------|----------------------|--------------|--|
| <b>Contact Name</b>               | Sheryl McBeth        | <b>Title</b> | Principal  |
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| <b>Website for Published Plan</b> | 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 Touré       |      |

## 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. Note: For schools identified as Pers
  
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.
  
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                   | 1 to 5 | Total Student Enrollment                 | 798 | % Title I Population                     | 100 | % Attendance Rate               | 96 |
| % of Students Eligible for Free Lunch | 100    | % of Students Eligible for Reduced-Price | 0   | % of Limited English Proficient Students | 25  | % of Students with Disabilities | 9  |

| Racial/Ethnic Origin of School Student Population |   |                             |    |                      |    |   |   |         |   |                |   |
|---|---|-----------------------------|----|----------------------|----|---|---|---------|---|----------------|---|
| % American Indian or Alaska Native                | 1 | % Black or African American | 34 | % Hispanic or Latino | 60 | % Asian, Native Hawaiian / Other Pacific Islander | 1 | % White | 4 | % Multi-Racial | 0 |

| School Personnel  |   |  |   |  |   |                                  |   |
|---|---|--|---|--|---|----------------------------------|---|
| Years Principal Assigned to School  | 3 | # of Assistant Principals                        | 1 | # of Deans                                       | 0 | # of Counselors / Social Workers | 2 |
| % 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 | 3 | Average # of Teacher Absences    | 8 |

| Overall State Accountability Status                     |   |   |  |   |     |   |  |
|---|---|---|--|---|-----|---|--|
| Priority School   | X | Focus School Identified by a Focus District             |  | SIG 1003(a) Recipient                                   | YES | 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 | <b>NO</b> | Black or African American                       |
| <b>NO</b>  | Hispanic or Latino               |           | Asian or Native Hawaiian/Other Pacific Islander |
|  | White                            | <b>NO</b> | Multi-Racial                                    |
|  | Students with Disabilities       |           | Limited English Proficient                      |
| <b>NO</b>  | Economically Disadvantaged       |           |   |

| Did Not Meet Adequate Yearly Progress (AYP) in Mathematics |                                  |           |   |
|--|----------------------------------|-----------|---|
|  | American Indian or Alaska Native | <b>NO</b> | Black or African American                       |
| <b>NO</b>  | Hispanic or Latino               |           | Asian or Native Hawaiian/Other Pacific Islander |
|  | White                            |           | Multi-Racial                                    |
|  | Students with Disabilities       | <b>NO</b> | Limited English Proficient                      |
|  | Economically Disadvantaged       |           |   |

| Did Not Meet Adequate Yearly Progress (AYP) in Science |                                  |  |   |
|--|----------------------------------|--|---|
|  | American Indian or Alaska Native |  | Black or African American                       |
| <b>NO</b>  | 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 |                            |
|---|----------------------------|
| <b>NO</b>   | Limited English Proficient |

## SCEP Plan Overview

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

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

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

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

**2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").**

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

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

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

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

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input type="checkbox"/>            | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input 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 checked="" 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 type="checkbox"/>            | Major Degree (At least 90% of planned activities were funded.)     |

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

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

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

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

Our student referrals were decreased by 70%. Our suspension that are documented for this year is 17 as opposed to previous years 40 suspensions. Our IST (Intervention Support Team) composed an IST Referral packet for 2016-2017. This document will be explained at our first faculty meeting in September 2016. Teachers participated in PDs and demo lessons that focused on the elements of the Units of Study which is the district's ELA curriculum. The impact was teachers were made stakeholders with the purpose in manifesting creative lesson plans to enhance instructional teaching. This was evident in administrators' and ELA Coordinator's walk-throughs.

- 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 area of data is still a work in progress, however, teachers were successful this year in composing DIG (Differentiate Instructional Grouping) Binders. Grade Levels met with administration to discuss the format of documenting data quarterly. Teachers were able to hold teacher/student conferences to discuss student achievement and areas of deficiencies. Also parent conferences were held to discuss students' academic status. There is a need to establish a data team for Franklin School, in which weekly and or quarterly meetings are held in order to discuss data information. Administrators will continue to attend in the District-wide Data Team Meetings.

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

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

An IST protocol referral form was adopted and approved by the building leader and support team. PDs are scheduled for 2016-2017. Building leader has organized a Data Team that will meet regularly/quarterly. A Data Team scheduled has been composed for 2016-2017. Proposed dates are planned for District-wide ELA, Math, ENL, Speech, Social Studies Coordinators to assist Franklin school staff with the district curriculum initiatives and non-negotiables. Administrator's walk-through document form was revised.

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

During the 2016-2017 School Review the following Tenets were rated as Stage 2: 3,4,6. Therefore there is a need for teachers to attend PDs that will address: Common Core alignment in lesson plans, Classroom Management, Discipline referrals Protocol and ladder of consequences, Differentiate Instruction, Student Engagement, Implementation of Higher Level Questioning Techniques and Rigor.

- 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.

Franklin School mission is to increase student achievement for all preparing students for college and career by ensuring a safe caring learning environment through engaging high level

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

1. To increase the number of students at each grade level (1-5) meeting or exceeding the district designated score of proficiency on the local achievement test by 10%. 2. To increase the number of students in grades 1-2 meeting their designated SLOs growth target in ELA and Math by 10%. 3. To increase the number of students in grades 3-5 meeting or exceeding the level of proficiency (Level 3 or 4) on the NYSED ELA and Math Assessments by 10%. 4. To increase the number of students in grade 4 meeting or exceeding the level of proficiency (levels 3 or 4) on the NYSED science assessment by 10%.

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

Administrators will ensure implementation of school-wide initiatives and goals. The school schedule will provide collaborative planning time. There is a need to compose a Master Schedule that allows for consistent instructional blocks for math, reading and content areas, grade level team meetings for the purpose of data, analysis, planning and collaboration: monthly DDI meetings with administrators and Instructional Coaches (District-wide Coordinators, Math, ENL, ELA, Speech, Social Studies), monthly review of teacher plan books with focus on data driven instructional goals/activities/lesson effectiveness measures/multiple points of entry ensuring all students are fully engaged /higher level questions noted in daily lesson plans. Parent engagement plan will be monitored to ensure parent involvement. The IST will continue to implement the anti bullying initiatives which teaches tolerance and respect of others. Franklin school has an effective and productive IST to support the academic, social and emotional health 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.

The Hempstead Public School District continues to have a flow of transient families who have moved into the district a school, after school budget has passed. The School Board just appointed a new Superintendent for the 2016 – 2017 school year. Newly appointed Superintendents may propose or dismantle the previous Superintendent's initiatives. The district still continues to face limited funding resulting in significant budgetary constraints during the 2016 -217. Teacher Assistant's will be reassigned to other schools as well as 1:1 for students who need support services mandated by IEP goals and student learning objectives. In regards to an Arts, Music, Dance and Theater Grant has now been put on hold until additional information is disseminated from the NYSED Funding Department. By not knowing if the grant will be awarded during the opening of the school year possible master scheduling challenges may arise. During the last few months of school the removal of an Assistant Principal has not been replaced for the new school year. Franklin Schools' student enrollment continues to increase and funds have not been earmarked to accommodate additional students. In addition to our NYSED Scores this was a year that several students opt out/refused to take the NYS assessments, this causes the data to be less reliable then it was in the past.

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

Through grade level meetings, faculty meetings, superintendent conference days and before or afterschool opportunities, professional development will be offered to all faculty. Selections will be determined by progress of SCEP goals and alignment of district goals. Teacher effectiveness and deep understanding of the CCLS will increase as a result. Student academic achievement will increase as well. Topics for Professional Development Include( and not limited to): Higher-Order Thinking Questioning, Delivering the Lesson objective and Lesson Closure, Student Self Progress Monitoring Strategies, How to provide effective Feedback to students, Formative and Summative Assessments. Work with the Administrator in charge of the District-wide Technology Department to pursue a computer based system for creation of assessments and data collection, Dignity for All Students, and IST Newly Adopted Referral Form approved by building administrators and IST. Teachers have made several requests for the following PDs: Differentiated Instruction Strategies and DIG Binder Uniformity Format.

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

Monthly school newsletters will be posted on the Franklin school Website. Student monthly newsletters and newspaper will be posted on the Franklin School Website and sent home to parents. Creation of a Parent Survey to be administered during Open House in September 2016 to assess parent needs and methods to more fully engage families within the Franklin School Community. Information will be disseminated and sent to district and school offices. A plan of action is being worked on to schedule Community and Building Leaders forums. Through grade level discussions, site based management meetings and PTO meetings/events the leadership team will continuously communicate with the staff, stakeholders and community. The Principal will continue to send home a schoolwide Monthly Newsletter. Flyers will be sent home and notices of any and all upcoming events in addition to posting the events on the school marquee near the principal's office as well as on the Parents' Bulletin Board near the main entrance.

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

Copies of the 2016-17 SCEP will be posted on Franklin School's Website. 2. School newsletters 3. Main Office 4.Open school night 3. Faculty meetings 4. Building leader forum. All SCEP plans will be translated in all languages

- 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.

There will be a need to identify student services that are rendered at the student's previous school. During the spring of 2017 parents will be given a copy of Franklin's First Grade curriculum packet. Thereafter a preliminary meetings with the builder leaders from pre school, kindergarden and Franklin to discuss elementary curriculum. Franklin will provide the preschool and kindergarten students with our 2016-17 School Handbook. We will present to parents a narrative describing student intervention services, as well as, the Academic Intervention Services (AIS). Compose visitations forum for parents, students and teachers. Give parents a copy of school newsletters (previous/current).



## **Re-Identified Focus Schools**

(applicable to schools that were identified as Focus during the 2014-2015 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.

Empty text box

**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.

Empty text box

**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.

Empty text box

**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.

Empty text box



## 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

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

Starting with the 2016 - 2017 and thereafter: teachers' schedules will consist of more opportunities for cross-grade/department/subject collaboration resulting in more opportunities for students to engage in project-based learning (PBL) activities. Teachers will receive professional development on Project-based Learning and create projects relevant to the grade level curriculum. Students will become more active in their learning process by making decisions on how they will demonstrate thinking and responses to questions asked. Rubrics will become a natural part of the teaching and learning environment with the goal of students increasing their ability to self-assess. To provide additional support for students, extended learning time opportunities will take place before, during, and afterschool.

#### **Timeline for Professional**

- Development - September 2016 - June 2019:**
1. Employing a strong core instructional program that will provide the framework for highly-effective instruction and equal access to academic opportunities for all students by increasing their ability to align CCLS to the needs of the students;
  2. Implement co-teaching model between ENL and General Education teachers that will incorporate rigorous grade level expectations in the areas of speaking, listening, reading, and writing, as well as reading and writing across the content areas;
  3. Building the capacity of teachers to deliver high-quality, highly effective instruction that is based on rigorous standards and curricula, through the unpacking of CCLS with a focus on differentiating instructions and higher-order thinking questions/task to meet the individual needs of students;
  4. Put systems in place to ensure only highly qualified teachers and administrators are hired and retained;
  5. Creation of a Data team to analyze and use data from both formative and summative assessments to make all instructional decisions regarding the individual needs of students.

## 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.**



## 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>              | March 15-16 2016  |
| <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> | Based on worked in part by the Office of Educational Research and Improvement(OERI), US Department of Education (1988), <b>School Improvement Research Series: <i>Research You Can Use</i></b> implies monitoring of student progress is shown to be one of the major factors differentiating effective schools and teachers from ineffective ones. Building leaders who observe instructional techniques will be able to see how teachers keep track of student learning for purposes of making instructional decisions and providing feedback to students on their progress. Therefore,lead evaulators need to improve timely and actionable feedback to all teachers through regular observations, including formal (APPR) and informal (walk-through |
|---|--|

|  |   |
|--|---|
| <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 of 2017 Building Administrators will ensure all teachers receive timely evidenced based and revelant feedback regarding classroom instruction focused on student engagement and feedback from walk-through and formal observations with evidence of a 10% increase in student achivement. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Teachers Rated as Effective and Highly Effective, Teacher Attendance at Professional Development building level and district level,Formal Obsevation Reports from OASYS and walkthrough checklists.   |

| <b>E1. Start Date:</b><br>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-16   | Jan-17  | District and School Administrators will ensure that teacher observations, walk throughs and post conferences are completed monthly to provide instructional strategic feedback for improved instruction focusing on student engagement.   |
| Oct-16   | Jun-17  | Administration will meet quarterly with teachers to analysis student data to identify areas of instructional strength in need of improvement with special emphasis on student engagement. Impact Administration and staff will be held accountable for continious improvement   |
| Oct-16   | Jun-17  | Data team will meet once a month to use observable data to plan staff development. Impact Measurable progress towards increased teacher effectiveness.  |
| Sep-16   | Jun-17  | District-wide ELA, Social Studies, Math, ENL Cooridinators will meet monthly to assist building leaders building in assuring that the vision and missiom is aligned with the and district curriculum goals.   |
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### Tenet 3: Curriculum Development and Support

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| <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>           | Mar-16   |
| <b>B2. DTSDE Review Type:</b>                       | District Led Review  |

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| <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 recent District Led Review review March 2016 stated that School leaders should set clear expectations for teachers regarding collecting, recording and analyzing data from students' work. There should be a range of the types of formative assessment data that are collected, such as running records. Create a system for establishing and monitoring formative and summative assessment with training for teachers. Ensure every student is assessed Based on walkthroughs ensure that every class has a rubric and students understand the impact. Ensure they use data from NWEA, running records, NYS Assessments, to plan for instruction decisions and make adjustments to the curriculum in order to bridge gaps in skill |
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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 2016 Building Administration will ensure that all classroom teachers utilize the Balanced Literacy and Math Modules aligned with the CCLS as evidenced by data to ensure that all students are immersed into a rigorous academic experience. This will be evidenced by a 10% increase in student achievement across grade levels. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Teacher attendance at Profession Development, Teacher rated as "Effective" and "Highly Effective", Student growth percentile  |

| <b>E1. Start Date:</b><br>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.   |
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| Sep-16   | May-17  | Administrators will conduct monthly Professional development for teachers both in Math and ELA, direction and base of format, and how to use it: (strategies) 2) The basics of what common core is demanding and how to tie the curriculum to it.   |
| Sep-16   | Jun-17  | Administrators will collect and review weekly All Teachers lesson plans to ensure alignment with the district's scope and sequence/curriculum guide to the CCLS. Evidenced by administrative review of lesson plans, walk-throughs, observations and discussions. To be monitored and evaluated Quarterly.  |
| Oct-16   | May-17  | Data Team and administration will monitor monthly Teachers use of data to inform instruction as evident by the decision tree to inform instruction.   |
| Oct-16   | Jun-17  | Administration will Form a Building Level Data Team consisting of teachers who will meet once a month to analyze and create instructional strategies based upon NWEA, Running Records Data team will meet 1X a month to review and aggregate data , as well as develop strategies for assisting teachers in analyzing and creating effective RTI. Data team will identify trends on attendance, suspension , social and emotional behavioral referrals that will impact student referrals. Impact: Data-based instruction is timely and purposeful and leads to high levels of student achievement. |
| Oct-16   | Jun-17  | Administration and District will facilitate monthly PD's for all instructional staff on Balanced Literacy, Math Modules, CCLS, rigor and questioning techniques, classroom management, RTI and data analysis.   |
| Sep-16   | Jun-17  | Administration will set clear expectations and monitor monthly teachers regarding collecting, recording and analyzing data from students' work. There will be a range of the types of formative assessment data that are collected, such as running records   |
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### Tenet 4: Teacher Practices and Decisions

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| <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>        | March 15-16 2016  |
| <b>B2. DTSDE Review Type:</b>                    | District Led Review   |

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| <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 observed by the District Led Review team in March 2016, it was not evident that strategic higher order systemic practices were utilized within the classrooms to address student achievement gaps. Although teachers and school leaders expressed in group interviews that they use data to drive and inform instructional practices, this was only evident in few classes visited. In order to increase student awareness of what students know and need to learn teachers will incorporate research based instructional strategies on a continuous basis for all students inclusive of subgroups . A school-wide system for the use and review of data must be adopted. Teachers need to receive training on how to analyze results from both summative and |
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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 2017 all staff will demonstrate instructional practices where lesson plan are reflective of the CCLS shifts, and stimulate student thinking to instruct all groups. resulting in a 10% increase in student achievement |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Students daily attendance, state test (cc math, Ela), NWEA, Sol's, Dibels, teacher created test and RTI referrals.   |

| <b>E1. Start Date: Identify the projected start date for each activity.</b> | <b>E2. End Date: Identify the projected end date for each activity.</b> | <b>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.</b>                        |
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| 1-Sep   | 1-Jun   | Administration will review twice a month teacher lessons plans to ensure they meet the appropriate needs of all students to ensure understanding of student achievement. Impact high levels of student engagement  |
| Oct-16  | Jun-17  | Administration will review quarterly teachers use of formative and summative assessment data to inform instructional decion making.  |
| Sep-16  | Jun-17  | Administration will devise a system that provides a schedule of monthly PD's for the following: Rigor and questioning techniques, differentiated instruction, lesson planning aligned to CCLS and shifts, data driven instruction, subgroups with diverse needs and the proper use of IEP's, teacher expectation on instructional practices, explemplars for curriculum. Impact: teachers and instructional staff proved students with consistent rigorous learning opportunities. |
| Oct-16  | Jun-17  | Data team will meet once per month to review grade level data and develop strategies that will assist teachers in creating effective RTI plans. The use of data collected will drive and modify instruction to the small group created within the classroom. Impact: Data based instruction is purposeful and leads to high levels of student achievement  |
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## Tenet 5: Student Social and Emotional Developmental Health

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| <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>                          | March 15-16, 2016   |
| <b>B2. DTSDE Review Type:</b>                                      | District Led Review   |

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| <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> | The most recent DTSDE review recommended that Franklin School’s School Improvement Plan for Social and Emotional Developmental health be designed in a way to demonstrate a more systemic and broader impact on the student body’s social emotional health, and subsequently the school climate. In a handbook composed (November 2007) by the Department of Defense Education Activity: Guidelines for Student Support Teams (SST) evidence stated that the Student Support Team's primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student centered problems. The role of the Franklin IST team will work effectively with Special Ed, ENL, speech |
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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 2017 all staff will be trained to identify, promote and support social and emotional development of all students including subgroups for referral to support staff for a 10% decrease in Student Suspension and Truancy |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>   | Student Dicipline Referral , Student Suspension rate , Student Truancy  |

| <b>E1. Start Date:</b><br>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.  |
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| Sep-16   |   |  |
| Sep-16   | Jun-17  | Members of the IST will convene weekly (when requested) at team meetings to discuss and analyze student social-emotional behaviors and their impact on academic and /or behavioral progress. Impact: IST attendance at team meetings will ensure appropriate actions/referrals to IST meetings and follow up.  |
| Sep-16   | Jun-17  | Administration will monitor weekly IST meetings where student social-emotional, physical and attendance concerns ae analyzed, discussed and action plans devised( when needed). Impact: Ongoing support for the advisory teachers and students.  |
| Sep-16   | Jun-17  | Teachers will continue to maintain building leader's vision of manifesting Character Development themes monthly as well as present character development certficaticates to students at monthly assemblies. Impact Intended: Enhance student self-esteem by being recognized amongst their peers.  |
| Sep-16   | Jun-17  | All faculty members will meet quarterly for PD's conducted by members of the IST on protocols for observing student at risk with social emotional behaviors issues, reporting these behaviors, creating intervention strategiesand/providing referral assistance. Impact: systems will be created to address barriers to social and emotional developmental health and academic issues. All staff will be made aware of the at risk behaviors which can lead to decreased academic and/or social emotional progress. |
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## Tenet 6: Family and Community Engagement

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| <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>        | Mar-16   |
| <b>B2. DTSDE Review Type:</b>                    | District Led Review  |

**C1. Needs Statement:** Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.

Based on the recent DTSDE District Led Review held March 2016, most parents felt that Franklin was environmentally safe, however, instructional issues parents were unaware of thei

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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 of 2017 we will improve family and community involvement by engaging at least 15% of students' families each marking period and to provide evidence of this participation in shared learning activities which will improve academic achievement. |
| <b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.   | Student Suspension Rate (Short-Term / Long-Term)<br>Parent Attendance at Workshops<br>Parent Participation in District/School Surveys  |

| <b>E1. Start Date:</b><br>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.  |
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| Sep-16   | Oct-16  | Parents will meet with teachers and administrators one night in the Fall Impact: parents are introduced to academic curriculum, rules and routines, and the high academic expectations of the school. Parents will feel "ownership" of their student's success.  |
| Oct-16   | May-17  | Teachers and staff will meet with parents monthly to discuss how parents can improve learning at home; parents receive printed instructions in English and in Spanish on improving attendance and reading strategies; parents are encouraged to participate in school community by volunteering at school events; parents are given lists of vocabulary words for each student and explained their relevance to curriculum and homework exercises. Health information services table will be set up for parents sponsored by Hispanic Counseling Center. Parents will benefit from information about their child's progress and from health information services. The school community will provide opportunities for two-way communication with family and community stakeholders. All pertinent student-related achievement communication will be translated into Spanish. |
| Nov-16   | Jun-17  | Parents will be invited to attend various monthly after school activities: Principal's Awards Ceremony, Holiday Concert, Career Day : Students are presented with special awards for academic, social, and citizenship performances. Parents and community members are invited to attend. Parents see the positive results of their connection with school community in their children's achievements both academic and social and will be further encouraged to become more involved with their children's education. The school principal and grade level teachers are responsible for organizing the awards ceremony and serving refreshments. Impact: By introducing community members to our student body, we will increase community involvement in the school.  |
| Mar-17   | May-17  | Read Across America: Franklin School provides opportunity for parents, students and local business and community leaders to join together during the spring term and read a book. Special guest readers from the community are invited to participate. This activity encourages parents and community members to become connected with our school. A special committee specifically for this event will be responsible and teachers throughout the building will be involved   |

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