

LEA Name:	Hempstead Union Free School District
LEA BEDS Code:	280201030011
School Name:	Front Street Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Mrs. Arlise Carson	Title	Principal
Phone	(516) 434-4551	Email	acarson@hempsteadschools.org
Website for Published Plan	www.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	1-5	Total Student Enrollment	362	% Title I Population	100%	% Attendance Rate	
% of Students Eligible for Free Lunch	100%	% of Students Eligible for Reduced-Price	0	% of Limited English Proficient Students	17%	% of Students with Disabilities	9%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	<1	% Black or African American	16%	% Hispanic or Latino	83%	% Asian, Native Hawaiian / Other Pacific Islander	<1	% White	<1	% Multi-Racial	0

School Personnel							
Years Principal Assigned to School	9 months	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	1
% 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	10	Average # of Teacher Absences	10

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	No
ELA Performance at Level 3 and Level 4	15	Math Performance at Level 3 and Level 4	19	Science Performance at Level 3 and Level 4	50	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			
X	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		

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

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

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
X	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.)
- 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.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

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

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- 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.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

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

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

The most significant positive impact that resulted from the previous year's plan was a building of staff morale. Facilitating open and transparent conversations with staff allowed them to feel as if they could openly speak about their concerns in our building. Once the concerns were discussed, a plan was created by either the entire staff, and or grade level depending on who the concern came from. Once the staff was able to see that their concerns were addressed, they were more confident that administration not only heard their concerns but would collaboratively work alongside them to address the concerns. Our school culture has become better through transparent conversations where the staff also believes that they will have also have consistent administrative leadership.

- 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.

This year, our ENL teachers received SIOP training to be fully implemented during the 2016-2017 school year. In order to better address the needs of our ELL population, these teachers will begin co-teaching with all Bilingual teachers at the start of the 2016-17 school year. As this sub-population continues to grow, our Bilingual teachers will become more equipt to meet the needs of these students through their co-teaching learning environment. Research has shown us that the SIOP model and its best practices increases the academic achievement of students that are learning English as a second language. With the thorough implementation of the SIOP model on our campus, we are sure to see a 10 percent increase and the results that we are seeking after which is improvement in all academic areas for all students including this subgroup.

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

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

1. Development of attendance initiative 2. Increase in Parent Participation and knowledge of all campus-based activiites and events 3. Increase in the provision of effective training/PDs for all instructional staff 4. Data-focused and driven instruction that also structures the framework for instructional practice 5. Weekly Tutoring Program

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

1. Administrative Observations and Joint Walk-throughs 2. Student Growth Percentile for Low-Income Students 3. Student Participation in ELT programs 4. Student IST Referrals/Full RtI Implementation

- 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.

MISSION: At Front Street School, our mission is to provide the highest quality education in a secure, positive and challenging environment for all students fostered by a cooperative effort between school and community. We aim for an atmosphere of collaboration with respect for individual differences and community values. Our **VISION** is to create a challenging learning environment that encourages high expectations for success through the development of appropriate differentiated instruction that allows for individual differences and learning styles. Our goal is to promote the success of each student by fostering a culture of collaboration, and critical engagement in a small learning community. All learners are encouraged to be independent, responsible, collaborative and caring members of our community. **GUIDING PRINCIPLES:** 1. Excellence is a choice and is required by all and is consistently present in everything we do. 2. All must examine and fulfill their roles and duties with unwavering integrity and truth. 3. All can, will and deserve to learn and experience academic success.

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

1. We will idenitfy and incremently move all high Level 1 students to Level 2 during the 2016-2017 school year. 2. All students will experience a minimum of 1 year's Reading Growth this year.

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

The school structure will drive strategic implementation because it will be framed around the vision, mission and guiding principles which will be communicated daily to all staff and students. The administration will also identify and record evidence of each component as well as provide feedback that reflect the findings of the components with the party being observed.

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

One barrier is capturing the support of all in their support of the mission, vision and guiding principles. In anticipation of this potential behavior, we will conduct open and transparent conversations reiterating the vision and its' alignment to District and school goals with each teacher as well as offer each person an opportunity to sign a commitment card that reflects our position to assisting students' learning and academic achievement.

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

The professional development opportunities that will be provided will be on rigor, differentiation, implementation of best practices in reading and math, Running Record training, Wilson's Foundations, Guiding Reading and Lucy Calkins just to name a few. These trainings do not exclude the BOCES offered trainings. The rationale for each opportunity is to enhance the instructional teacher practice and student academic outcome for each child.

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

Utilization of the 1. School's Loud Speaker 2. Weekly memos to students, staff and parents 3. All Call/Robo-Call 4. In-Person Conferences 5. Individual Phone Conferences 6. Front Street School News Letter 7. Texting from District Phone System

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

1. Copies of the plan will be available via internet and main office in all necessary 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.

The transition plan includes a "Back to School Night" in the month of September for all grades. Students and parents will receive an introduction to the curriculum, school and district calendar of events and learning about and joining the PTO. Parents will also have the opportunity to meet their child's teacher, ask questions and receive helpful strategies about the upcoming school year. In addition, parents will be made aware of the role and necessity of the Instructional Service and Response to Intervention teams.

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.

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school’s operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2015-16 plan.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 15-16 plan.

Priority Schools: 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

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Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 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

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:	May 17, 2016 - May 18, 2016
B2. DTSDE Review Type:	School 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.	<p>We will improve students' academic achievement, attendance and teacher practice through ongoing professional development, progress monitoring, data usage and implementation of effective and timely feedback. According to the Journal of Educational & Psychological Consultation, reculturing is needed in order to increase student achievement and teacher practice. In order to enhance and change a culture, educators must question their beliefs about their teaching and their impact on struggling students. Reculturing involves the shared leadership and collaboration that are evident within professionalism within activities such as joint problem solving, data sharing and analysis, shared decision making, and distributed leadership (McLeskey & Waldron, 2000; Walther-Thomas, Korinek, McLaughlin, & Williams, 2000). Since joining Front in Sept. 2015, the entire faculty has worked tirelessly to enhance our culture through shared problem solving and data sharing. As we continue to move forward in this initiative, we will continue to use data to drive our instruction and support us in our academic framework. The 1415 NYS Assessment data shows us that 63% of our former 3rd graders scored a Level 1 in ELA and 51% scored a Level 1 in Math. In addition, the data shows that 67% of our former 4th graders scored a Level 1 in ELA and 54% scored a Level 1 in Math as well as the former 5th graders with percentages that range between 58% and 59% scoring a Level 1. In order to move these students from Level 1 to Level 2, the administration and all teaching staff thoroughly analyzed the data, identified trends, created targeted student group, interventions and intervention blocks that were specifically designed to address student needs in addition to the AIS weekly program. Each grade level team reviewed data with administration to determine how their grade was doing overall. We reviewed data from the District's Data Warehouse and developed academic goals for each team. Looking forward, we are awaiting the State scores which are due to be in by the end of August 2016/beginning of the school year. Based on the 1415 data, our goal is to decrease our baseline 1415 number of Level 1 students by 50%. This means that no more than 36.5% (ELA) and 25.5% (Math) of our 3rd graders will score at Level 1. Likewise, there will be no more than 33.5% (ELA) and 27% (Math) of our 4th grades will score at Level 1. Lastly, we are striving for no more than 28.5% (ELA) and 29% (Math) of our 5th graders will score at Level 1. Doing this will allow us to decrease the number of students that score Level 1. We will enhance staff experience, utilization and timely implementation of professional development techniques and, or strategies to build the culture and morale of all staff and students. According to The Wallace Foundation (New York), the ingredients of successful leadership is second only to teaching in regards to its' impact on student learning. This impact is effective by setting directions and developing people. Directions that are clearly represented and communicated will allow room for our current and newly created systems to work cohesively alongside the vision and mission of our school. The Wallace Foundation goes on to explain that providing the teachers with the necessary support and training will also enable teachers to do their jobs successfully.</p>
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Within the 2016-2017 school year, we will create systems to improve students' instructional achievement in the areas of ELA, Math, Science and Social Studies by 10% to align with the vision and mission of the school.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile For Low Income Students, Student Average Daily Attendance, Student Suspension Rate (Short - Term/Long-Term), Student Discipline Referrals, Minutes of Expanded Learning Time Offered (ELT), Teachers rated as "Effective" and "Highly Effective", Mission Statement - Child Friendly Statement Continued

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	The principal/lead teacher will monitor/assess quarterly the tutoring program once per week during the school year for Level 1 students to increase their reading level from 1 to 2 to ultimately improve student achievement in ELA.
Dec. 2016	April 2017	After-school AIS teachers will provide academic intervention services 2x/ week for 3rd, 4th and 5th grade students to increase their reading and math levels (Extended Learning Time Made Available to Students)
Oct. 2016	Mar. 2017	All teachers and teacher assistants will participate in Extended Wednesday Professional Development once a month led by campus administrator, district staff, and or community partners to increase teachers' instructional strategies and implementation of best practices. Administration will ensure through walk-throughs that strategies and best practices are utilized.
Sept. 2016	June 2017	The Data Team will meet weekly to monitor Tenet Goals, create strategies and ensure measurable outcomes as well as reviewing assessment data to create specific grade-level instructional goals and systems for sustained school improvement.
Sept. 2016	June 2017	The Front Street Chronicle (school newsletter) created by administration, staff and PTO members will be issued to parents and guardians in all languages in order to disseminate information on academic services, data and community resources.

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:	May 17, 2016 - May 18, 2016
B2. DTSDE Review Type:	School 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.	To create a more rigorous learning environment using differentiated and rigorous instruction and a coherent curriculum. The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the common core learning standards (CCLS). Administration and leadership will develop and use a curriculum map to identify specific areas of improvement strategies to execute lesson plans that develops the instructional rigor and differentiation for all students. Teachers will develop and employ appropriately challenging and engaging lessons that promote critical thinking and problem solving skills. We will acquire standards-based curriculum in all academic areas to ensure coherence amongst grade levels. We will improve students' academic achievement and participation in all subject areas by a total of 10% by the end of June, 2017. The assessment tools used will be the Math Modules and exit tickets, Benchmark Running Record Kits, Leveled Literacy Kits, State SLOs, NWEA and campus CCLS aligned assessments.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Within the 2016-2017 school year, teachers will use assessments, CCLS aligned interdisciplinary curricula, complex materials and higher order questioning techniques towards a rigorous curriculum resulting in a 10% increase for all groups of students across core content areas in grades.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students, Student Daily Average Attendance, Student Participation in ELT Opportunities

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sept. 2016	Jun-17	Administration will facilitate, monitor and provide feedback on the administration of all teachers' utilization of campus-based and in-district monthly assessments to plan and project student growth (SLOs, NWEA, Science Weekly, Math Modules) resulting in an increase in student participation and data-driven instruction.
Sept. 2016	Jun-17	Administration will evaluate and monitor teacher lesson plans weekly for CCLS alignment, planned interdisciplinary connections and input, and grade level DDI protocols that address students' needs in all subgroups.
Sept. 2016	Jun-17	Teachers and students will use level 3 and 4 DOK stems to create questions and activities to address higher order thinking in both ELA and Math resulting in an increase in student achievement in both areas.
Sept. 2016	Jun-17	Administration and district ELA & Math coaches will provide PD training for all staff on the use of rigor and differentiation in the classroom resulting in a more cohesive and aligned instructional teacher practice in all grades.
Sept. 2016	Jun-17	Building administration will conduct ongoing formal and informal observations of teachers, collaborated teacher-administrator weekly walk-throughs; administrator will provide effective and timely/monthly feedback to teachers resulting in an increase in student achievement and instructional teacher practice.

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 achievement.
B1. Most Recent DTSDE Review Date:	May 17, 2016 - May 18, 2016
B2. DTSDE Review Type:	School 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.	Teachers use instructional practices and strategies organized annually, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. Teachers will incorporate updated research based instructional strategies, on an ongoing basis, that will enhance student learning. Provide ongoing professional development to teachers on how to review and analyze data to drive instructional practices aligned with the CCLS. During weekly grade level meetings, teachers will meet with administration to ensure not only what students should understand and be able to do by the end of the learning cycle, but teachers will also learn to scaffold their instruction from facts and details to robust generalizations and processes in order to teach to rigorous standards. In order to increase students' awareness of what they need to know and learn, teachers identified and reviewed the learning objective with students while also reviewing and discussing the related standard(s) with students as well. Teachers will continue to do the above and in addition, have students participate in the monitoring of their academic progress by completing a student-friendly data-tracker. According to the George Louis Educational Foundation (Edutopia), there are 5 strategies that ensure student learning. A school must have a common curricular calendar, dedicated time to reteach and enrich for students learning to increase, collaboration amongst teachers, formative assessments and data analysis and involved and informed leadership. These 5 components have been proven to ensure student learning during reteaching and enrichment. During the reteach and enrichment, students gain a better understanding of what they know and need to
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Within the 2016-2017 school year, all teachers lesson plans will reflect evidence of data driven research based instructional strategies and differentiated instruction aligned to the CCLS to promote students rigor and relevance resulting in a 10% increase in CCLS shift to instruct pertinent subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance, Student Truancy Rate, Student Participation in ELT Opportunities, Teacher Attendance at Workshops, Minutes of Expanded Learning Time (ELT) Offered, Student IST Referrals

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sept. 2016	Jun-17	Administration will ensure all teachers will participate in quarterly PDs to ensure their understanding of data-driven instruction to guarantee students' understanding of what they know and need to learn. Administration will also analyze all teachers' lesson plans to ensure related PD strategies and techniques are included within teacher plans and implemented in teacher practice.
Sept. 2016	Jun-17	Administration will monitor the curricular each month to ensure the instructional shifts align with CCLS which will result in a more data-driven created lesson plan.
Sept. 2016	Jun-17	Teachers will have all students review daily rubrics in order to increase students' awareness of their academic progressions and areas of improvement.
Sept. 2016	Jun-17	Each month, administration will monitor and provide feedback to all teachers on the use of formative and summative assessment tools to identify and bridge the gap of what students know and don't know.

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:	May 17, 2016 - May 18, 2016
B2. DTSDE Review Type:	School 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.	The school will build capacity of PBIS and DASA to address the social and emotional development of students. Each month, there will be grade specific community meetings that identify and discuss the Core Values of the school. Core values are the basic elements that are used to fulfill the mission and vision of the school. Throughout the duration of the school year, there will be 10 areas of social and emotional development that are addressed as well as embedded throughout the teachers' lessons, adult to student and student to student interactions and community meetings that are held each week. RtI and RtB will be implemented on the campus so not to lose the connection that at times develops between student behaviors and academic behaviors. The RtI and RtB teams will meet a minimum of 2x per month/4 weeks. Teachers will also be provided with trainings that equip them to handle challenging behaviors and, or circumstances in the classroom. According to the "What Works Clearinghouse," IES Practice Guide, there are several research based ways to reduce behavioral problems in elementary classrooms. Teachers most likely experience a successful educational program in their rooms when undesirable behaviors are curtailed by engaging instruction, well-managed classrooms and positive relationships with students. In addition, the modification of the classroom environment decreases the likelihood of undesirable behaviors occurring. This means that teachers need to remove the triggers that would trigger poor behaviors. Examples of this are rearranging the students' schedule, and, or learning activities to meet the needs of the students. Also, teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate have been proven to be effective as well.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Within the 2016-2017 school year, administration and student support staff will collect, analyze, and distribute data derived from the Universal Behavior Screening to create and implement (all teachers and administration led) interventions resulting in a 50% decrease of student suspensions.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average /daily Attendance, Student Suspension Rate (Short-Term / Long-Term), Student Discipline Referrals, Student IST Referrals/Full RtI Implementation

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.
Sep-15	Jun-16	Administration, social worker and psychologist will facilitate monthly meetings with teachers to analyze data with the Instructional Support Team, and establish behavior intervention plans, counseling, and other related services to meet student's instructional and individual social and emotional needs.
Sep-15	Jun-16	Administration, clinicians and, or PTO officers will facilitate monthly parent meetings for families and provide parenting tools to support the social, emotional and developmental needs of students.
Sep-15	Jun-16	Administration and, or social worker/psychologist will facilitate ongoing informative and celebratory assemblies for students who've demonstrated character education values and extraordinary academic success inside the school environment.

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:	May 17, 2016 - May 18, 2016	
B2. DTSDE Review Type:	School 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.	We will increase parent involvement with informative sessions and parent meetings on school practice, district policy, administration of assessments and academic progress and areas of improvement. Quarterly Parent Universities will be offered to all parents of every student in order to build parents' knowledge base of the Math Modules and ELA comprehension and critical thinking strategies. It is our intention to increase parental involvement by 20% percent narrowing the gap from the 2015-16SY of a 10% increase/30 member participation.	
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.	We will increase parent communication and participation in workshops, school-wide activities and school committees by a minimum of 15% by Dec. 2016 to ensure that student achievement aligns with our overall measurable goals.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Parent Attendance at Workshops Parent Participation in District/School Surveys	
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	June 2017	All teachers will communicate their students' academic progressions/lack thereof with all parents a minimum of 1x/month resulting in parents being fully aware of their child's academic progress and ways they can assist their children in their learning.
Sept. 2016	June 2017	Administration will provide all parents with a Parent Handbook in various languages providing all practice and district policies included but not limited to uniform codes and attendance policies which will result in the majority of students wearing school uniforms and parents providing attendance notes.