

LEA Name:	Hempstead School District
LEA BEDS Code:	280201030000
School Name:	Jackson Annex

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Sheena Burke	Title	Principal
Phone	(516) 434-4601	Email	sburke@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 Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
Wednesday, July 6, 2016	Jackson Annex		
Tuesday, July 12, 2016	Jackson Annex		
Tuesday, July 19, 2016	Jackson Annex		

Name	Title / Organization	Signature
Ronda Brown-Walker	Teacher	
Nicole Brown	Teacher & 1st Vice President HCTA	
Sheena Burke	Principal	
Gale Deans	Teaching Assistant	
Rozella Fibleuil	Assistant Principal	
Arti Oliphant	Teacher	
Desiree Randall	Teacher & HCTA Building Representative	
Rachel Pauta	Bilingual Teacher	
Meredith Van Schuyler	ENL Teacher	
Elisabeth Williams	Special Education Teacher	

School Information Sheet

School Information Sheet							
Grade Configuration	1-5	Total Student Enrollment	452	% Title I Population		% Attendance Rate	
% of Students Eligible for Free Lunch	79%	% of Students Eligible for Reduced-Price	7%	% of Limited English Proficient Students	33%	% of Students with Disabilities	11%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	18%	% Hispanic or Latino	77%	% Asian, Native Hawaiian / Other Pacific Islander	0%	% White	4%	% Multi-Racial	0%

School Personnel							
Years Principal Assigned to School	4	# of Assistant Principals	1	# 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	7%	Average # of Teacher Absences	

Overall State Accountability Status							
Priority School	X	Focus School Identified by a Focus District	x	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	x	Identification for Math?	x	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	8%	Math Performance at Level 3 and Level 4	14%	Science Performance at Level 3 and Level 4	75%	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	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	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
	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
	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 was the creation of a referral/RTI manual. The manual was created in order to provide teachers a format for referrals and a list of research-based intervention strategies and programs. The manual included a description of RTI and AIS, procedures for referring a student to IST, a timeline of important dates (due dates and meetings), descriptive list of interventions for Reading, Math and behavior, revised IST Referral Form, RTI Assessments, letters to parents, accommodations for English Learners and documentation forms. Impact was a more systematic approach to meeting the needs of the students who were referred to the IST. A second significant positive impact was the implementation of the Units of Study (UOS) by Lucy Calkins. Throughout the course of the school year, teachers attended various PDs on implementing the UOS. Teachers collaborated on planning and assessments. Impact was increased opportunities for students to engage in reading. Students were observed enjoying literature and engaging in conversations about their book.

- 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.

During the school year, we conducted two quarterly reviews (December 2015 & February 2016). The first report consisted of revisions in response to the NYSED feedback. Revisions focused on alignment of the Needs Assessment, SMART Goals and activities. The second report consisted of revisions to completion dates and removal of activities. Activities were removed because prior data/requirements in order to complete the activities were not complete.

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

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

Highlights of the initiatives described in the current SCEP include: increased systems for monitoring, implementation of a progress monitoring tool (Aims Web), implementation of a Data Team, increased professional development and opportunities for cross-grade & content collaboration, increased utilization of rubrics, increased conversations with students about their learning, re-implementation of DOK questions in weekly lesson plans, Increased utilization of data to drive instruction, implementation of a Social Emotional Learning (SEL) Program, increased focus on the SEDH of students and their parents and increased empowerment of students and parents.

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

The identified needs in the school that will be targeted for improvement in this plan are: to decrease the number of students achieving a Level 1 on the ELA and Math State Exams in all subgroups, increase the utilization of formative and summative data to inform instructional decisions, provide more common planning time for ENL and special area teachers with the classroom teachers, provide timely feedback to teachers, increase focus on the SEDH of students and parents, implementation of monitoring systems and professional development in the following areas: utilization of formative data, guided reading instruction, SEDH of students and parents, building student and parent capacity and incorporating DOK questions.

- 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 Statement - "Believing that all students will succeed when educated in a student-centered and rigorous learning environment, the staff of Jackson Annex Elementary School strives to meet the diverse needs of students in its community. We are dedicated to teaching our students to become successful learners who are safe, responsible and respectful citizens in the 21st century. We will promote the rigor and skills necessary for lifelong learning through the implementation of effective teaching practices, current technology and collaborative relations with our parents and community." In order to create a student-centered and rigorous environment, teachers must be able to utilize data in order to make sound instructional decisions. In addition, teachers will continue to follow the gradual release model for instruction. This will allow students to be more engaged in activities in which they can demonstrate their understanding. Our guiding principles are to live by 3 Bees: Be Respectful, Be Responsible and Be Safe which are exemplified through our PBIS. The guiding principles are at the forefront for correcting student behaviors. Ultimately, the 3 Bees guide our students in becoming productive citizens. In order to build collaborative relations with families, we must continue to build a community based environment where parents are active participants in the school community and their child's educational process.

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

All subgroups will demonstrate a decrease percentage of students achieving Level 1 on both the 2017 NYS ELA & Math State Exams by 5 percentage points.

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

The following school structures will drive strategic implementation of the mission: 90-minute Literacy Block, 60-minute uninterrupted Math Block, 30-minute Math fluency block, weekly grade level PLC meetings, systems for RTI and IST referrals, two-hour block of time for weekly IST meetings, implementation of sub-committees to monitor progress of goals, consistent opportunities for students and parents to provide the school feedback, instructional walkthroughs, implementation of a Data Team, provisions for professional development and scheduled common planning time for ENL and special area teachers with the classroom teachers.

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

This school year will consist of changes that may be challenging. This may be due to having to learn new systems and being held more accountable. Therefore, anticipated barriers that may impact the ability to accomplish the mission or guiding principles are: lack of follow-through and teacher resistance. To ensure follow-through is consistent all year, monitoring systems will be put in place. This will ensure goals are achieved resulting in student achievement. Quarterly calendars will be created outlining testing schedules, submission dates of various items, PDs, meetings, etc. Calendars will be distributed to all teachers. To combat teacher-resistance the following will occur: school goals and structures will be included in the Staff Handbook, professional development will be provided, meetings with school leaders will take place and quarterly calendars will be provided allowing ample time for teachers to complete tasks.

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

Professional development opportunities include: utilizing data, how to collect and utilize formative assessments, differentiated instruction, guided reading instruction, how to provide opportunities for students to assess their own progress, how to plan & monitor intervention, how to develop an inquiry-mindset for solving word problems and how to deal with SEDH issues of students and parents. Each focus area for PD is an essential ingredient for ensuring student academic student achievement and social/emotional developmental health. Based on the levels of the students, strengths and weaknesses, appropriate instructional strategies (inclusive of AIS/RTI) will determine how the lesson will be differentiated. Guided reading instruction will be part of the Balanced Literacy approach which follows a Reader's and Writer's Workshop model. Teachers will instruct students in small homogeneous groups to increase reading comprehension and fluency abilities. Continued reinforcement of best practices for teaching the math modules will build teacher capacity in terms of understanding the concepts, pedagogy and strategies used to assist with student learning. In addition, by incorporating instruction that promotes inquiry based learning, students will develop the higher order skills necessary to meet CCSS.

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

Methods of dialogue that will be implemented to strengthen relationships with school staff and the community are: monthly calendars, PTO Meetings, parent surveys, Exit Tickets at the conclusion of each meeting/workshop/event, and mid-quarter progress reports.

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

The current SCEP will be stored in the Main Office and placed on our website in order to provide access to the public. A shorter version of the SCEP, in dual-language, will outline the goals and activities and be made widely available in the following manners: Staff Handbook, Parent Handbook, PTO Meetings, BOE Meeting presentation, monthly faculty meetings, poster-size versions of the plan displayed on bulletin board, Parent-Teacher Conferences and monthly parent calendar.

- 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.

Prior to the close of the 2015-2016 school year, the building principal met with Principal Eason, Prospect School, and an IST member to discuss the incoming first grade students. Students who are red-flagged for academics and/or behavior were discussed. To inform our incoming first grade parents of school procedures, a parent orientation will be held prior to the start of the new school year. In addition, Meet the Teacher Night will be held in September 2016.

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 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 school year 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 how to 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 their 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; and 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

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	March 22-23, 2016
B2. DTSDE Review Type:	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.	Our status has been moved to "Priority". In order for our school to obtain "Good Standing" we must decrease the number of students achieving a Level 1 on the ELA and Math State Exams in all subgroups. With this in mind, a monitoring system for the SCEP goals is necessary to ensure goals are attained resulting in student achievement. To better support the needs of the students instructionally, teachers must understand the expectations of the students on State Exams. Lastly, to further support the school's mission, vision and goals, a school pledge needs to be implemented in which all stakeholders will know, understand and live.
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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.	By June 2017, school leaders and instructional staff will ensure a decrease in the number of students in all sub-groups achieving a Level 1 on both the 2017 NYS ELA and Math State Exams by 5 percentage points.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students, Student Participation in Expanded Learning Time (ELT) Opportunities, Agendas, Minutes and Sign-In Sheets, Walkthrough Feedback Form

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.
Aug-16	Sep-16	By October 1st, the school-wide pledge will be implemented. School leaders will ensure the pledge will be recited daily during morning announcements by members of the student body and during grade level assemblies. In addition, the pledge will be included in the Parent Handbook, posted on the school's website and recited at PTO Meetings and grade level assemblies. The intended impact is a uniformly seen, heard and known long-term vision, mission and goals to ensure measurable school improvement. (2.2a)
Oct-16	Jun-17	Facilitated by the building principal, sub-committees will be created for each Tenet to monitor and evaluate progress toward attainment of goals by October 1st. Data will be gathered and analyzed to determine if revisions are necessary to ensure goals are achieved. Monthly sub-committee meetings will take place. Meetings will be held prior to the monthly meeting of the School-Based Planning Team (SBPT). The intended impact is to monitor and revise evidence-based systems and promote a uniformly seen, heard and known long-term vision, mission and goals to ensure measurable school improvement. (2.2b,c; 2.5a,b)
Nov-16	Jun-17	The school leaders will monitor and assess quarterly the effectiveness of the master schedule, curricula programs and utilization of personnel to ensure resources are utilized strategically to bring about school improvement. The intended impact is a strategic use of resources leading to school improvement and increased student success. (2.3a,b,c)
Oct-16	May-17	The school leaders will continue to utilize the walkthrough feedback form to monitor teaching practices. Specific areas aligned to APPR will be identified on a weekly basis and be the focus of walkthroughs. Each teacher will be observed informally a minimum of twice a month. Teachers will be given immediate feedback through written form or conferences. If necessary, professional development will be suggested or provided for the teachers through My Learning Plan (MLP), coaching or peer support. The intended impact is to build instructional capacity through collaboration, support and quality feedback so that high-quality instruction exists throughout the school year. (2.4a,b,c)

Aug-16	Nov-16	The school leaders and the Data Team will analyze the results of the 2016 NYS ELA and Math State Exams to determine areas of strengths and weaknesses. Based on the analysis, strategies for addressing the areas of weakness will be created and shared with all teachers. A calendar for implementation will be created and monitored by the sub-committee and school leaders. (2.2b)

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.	
B1. Most Recent DTSDE Review Date:	March 22 & 23, 2016	
B2. DTSDE Review Type:	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.	Recommendations from District Led Team in March included: (1) School leaders must analyze data with teachers to provide strategies and best practices that will address the individual needs of all students; (2) School leaders must provide more common planning time for ENL (English Native Language) and special area teachers to collaborate with classroom teachers to ensure a comprehensive curriculum is developed, incorporating all disciplines and inclusive of the needs of students; (3) School leaders provide teachers with intentional staff development to understand how to use results from formative and summative assessments to plan for flexible small group and individualized instruction; and (4) School must adopt tools and other strategies for students to self-assess using rubrics and accountable talk to support their learning.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2017, 75% of all ELA and Math teachers (including 4th grade Science) will demonstrate effective utilization of data when planning for small group and individualized instruction to meet the needs of all students which will result in a minimum of 50% of the student body achieving target on the end-of-year Aims Web assessment.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers rated as "Effective" and "Highly Effective", Teacher Attendance at Professional Development, Weekly Lesson Plans, Teacher Meetings, Informal & Formal Observations	
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.
Oct-16	Jan-17	School leaders will provide professional development in the following areas: utilizing data, how to collect & utilize formative assessments, differentiated instruction and how to provide opportunities for students to assess their own progress. Professional development will take place during district-wide Extended Wednesdays, grade level and PLC meetings. The intended impact is to increase teacher understanding of how to utilize data in order to meet the needs of the students resulting college and career readiness. (3.2c)
Sep-16	Mar-17	By the start of the 16-17 school year, the building principal will create a master schedule that includes opportunities for ENL teachers and special area teachers to collaborate with classroom teachers to ensure a comprehensive curriculum is developed and is inclusive of the needs of students. A minimum of one interdisciplinary project will be created and implemented by the third marking period. The intended impact is to implement a rigorous curriculum, resulting in increased student engagement and students receiving a curriculum that leads to college and career readiness. (3.2a,b; 3.4a,b,c)
Sep-16	Jun-17	Building principal will create a master schedule that includes 70 minutes of weekly common grade level planning time. During this time, teachers will discuss CCLS and alignment with objectives and activities. Teachers will also share best practices and discuss interventions based on formative and summative data. The intended impact is to implement a rigorous curriculum consisting of complex materials and higher order questioning that will meet the diverse needs of students, leading to college and career readiness. (3.2c; 3.3a,b,c)

Sep-16	Jun-17	Teachers will administer and analyze pre and post assessments and progress monitoring assessments (Aims Web) in ELA & Math to determine individual and small group instruction. Teachers will be required to meet with each student at least twice a quarter to discuss progress and set goals based on established rubric. The intended impact is teachers utilizing assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement. (3.5a,b,c)

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	March 22 & 23, 2016	
B2. DTSDE Review Type:	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.	According to the feedback provided by the District Led Team in March, our primary needs consist of: bridging the gap between what students know and need to know. This would consist of using a daily formative chart, analyzing data to regroup students for instruction and utilizing rubrics to analyze student work and provide them with timely feedback for improvement. In addition, school leaders need to provide timely purposeful feedback from daily instructional walkthroughs based on areas of concerns and needs of the students. Lastly, provide professional development in data-based instruction in order for teachers to make informed decisions about planning and to develop student ownership of their learning and to guide teaching and learning.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By May 2017, 75% of all ELA & Math teachers (including 4th grade Science) will effectively utilize the data from Aims Web to make informed decisions about teaching and learning which will result in a minimum of 50% of the student body achieving target on the end-of-year Aims Web assessment.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development, Aims Web Assessments (benchmark and progress monitoring), Running Records, Teacher Meetings	
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-16	1-Dec	Initial professional development will be provided to all teachers, including ENL teachers, by representatives from Aims Web by September 30th. Teachers will become informed about the system and how to collect and analyze the data in order to provide differentiated instruction. As teachers become more acclimated with Aims Web and have questions or concerns, additional PD (as needed) will be provided by the school leaders. Extended Wednesdays and grade level meetings will be used to provide the PD. The intended impact is to ensure instructional practices are based on data to promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals. (4.2a, 4.5b)
Oct-16	Jan-17	School leaders will provide professional development quarterly in the following areas: how to collect & utilize formative assessments and how to provide opportunities for students to assess their own progress. Teachers will maintain a data binder which will be uniformly organized. The intended impact is to ensure instructional practices are based on data to promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals. (4.2a, 4.5a,b,c)
Oct-16	May-17	School leaders will meet with teachers at least once a quarter to discuss data, short and long term goals and strategies. Teachers will be provided with a list of questions in order to ensure a productive meeting. The intended impact is to ensure instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals. (4.2a,c)

Oct-16	May-17	School leaders will conduct focused daily walkthroughs. Each teacher will be informally observed a minimum of twice a month. Teachers who are experiencing difficulty will receive additional monitoring. Teachers will be provided with immediate feedback that will address areas of concerns and needs of students. The intended impact is to ensure instructional practices lead to high levels of student engagement and achievement. (4.3a,b)
Oct-16	Jun-17	Teachers will be required to meet with each student at least twice a quarter to discuss progress and set goals. The intended impact is to ensure teachers are using data to meet the diverse needs of the class and allow students to feel physically and intellectually safe in an environment that promotes intellectual discovery and rigorous thinking. (4.4b, 4.5c)
Nov-16	May-17	ELA and Math teachers (including 4th grade Science) will be required to plan weekly for small group instruction. Plans will include (but not limited to): names of students, instructional objective(s), material being used and assessment. In addition, teachers will be required to include DOK questions for all content areas. The intended impact is to ensure instructional practices are based on data and lead to high levels of student engagement and achievement. (4.2b, 4.3a,b)
Oct-16	Jun-17	A PBIS Kickoff Week will take place in October. Students will engage in activities where they will learn about our guiding principles - The 3 Bees: Be Safe, Be Responsible & Be Respectful. Assemblies will take place and teachers will conduct activities in the classroom. The SBPT will create a packet of activities that develop understanding of our guiding principles. Once the kickoff concludes, students will begin to earn Bee Bucks for exhibiting acts of the Three Bees. Students will be able to use their Bee Bucks to earn prizes. The top three students on each grade level will receive a grand prize and party at the end of the school year. (4.4a)

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	March 22-23, 2016
B2. DTSDE Review Type:	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.	After completing the DTSDE Self-Reflection, it was realized that we have several primary needs: (1) a curricular to address SEDH of students; (2) professional development for all staff on how to deal with SEDH issues of parents and students; (3) a system for monitoring the SEDH of students; (4) additional training on how to complete IST referrals; (5) a method of collecting data from students about issues centered around their SEDH needs; (6) a system for collecting and analyzing SEDH data; particularly the number incidents that occur.
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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.	By June 2017, the number of student incidents referred/sent to Administration will reduce by 10%.
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, Student Discipline Referrals, Teacher Attendance at Professional Development, IST Referrals, Student Risk Screening Survey (SRSS), Staff and Student 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.
Aug-16	May-17	Members of the SBPT will research a Social Emotional Learning (SEL) Program that will address the issues identified from the discipline referrals. By October 31st, a program will be selected. Building administration and the SBPT will create a system for implementation and monitoring. The program will be implemented by January 2016 and continue through May 2017. The intended impact is to provide SEL and skill-based instruction for all students in order to remove barriers to learning and allow students to develop social-emotional skills. (5.3a)
Oct-16	May-17	Building Administration and/or members of the IST will conduct monthly grade level assemblies. Assemblies will focus on the mission, our guiding principles and issues pertaining to the SEDH of the students (as identified from the student, parent and staff surveys). Also, students will have an opportunity to share their concerns and ideas for improving their school culture. The intended impact is to provide SEL and skill-based instruction for all students in order to remove barriers to learning and allow students to develop social-emotional skills. (5.3b, 5.4b)
Aug-16	Oct-16	By October 31st, the IST will revise portions of the <i>IST Student Referral Form</i> in order to clarify the process and improve the system of monitoring those students who were referred. Building administration will provide professional development for teachers on the referral process in order to ensure effective completion of the referral form and implementation of interventions. The intended impact is to provide a system for social emotional developmental health and to remove and barriers preventing students from being academically successful. (5.2b, 5.3a, 5.4c, 5.5a,b)

Nov-16	Mar-17	Based on results from the staff survey, building administration will facilitate a minimum of two workshops, one in the fall and one in the spring, that will focus on the SEDH of students and parents. The Staff will be provided with clear definitions and strategies that can be incorporated into the classroom and during conferences. The intended impact is to provide professional development that will address the SEDH of students and promote a safe and healthy learning environment. (5.3b)
Aug-16	Mar-17	The SBPT will create and distribute a parent survey in the fall to gather information on the types of workshops parents have a interest and how the school community can support their needs. Members of the SBPT and Data Team will analyze the results to determine needed workshops. Workshops will be facilitated by building administration, IST or outside community agencies. The intended impact is to empower families to support their child's learning, leading to greater student achievement and better student social/emotional developmental health. (5.2c, 5.3c)
Nov-16	May-17	Teachers will complete the Student Risk Screening Survey three times a year (November, February & May). The results will be analyzed by the IST. Once analyzed, students requiring social and emotional support will be addressed. The intended impact is a strategic use of social-emotional data to ensure students receive the support they need to be successful socially, develop social-emotional learning skills and to remove barriers to learning. (5.5a,b)

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	March 22 & 23, 2016
B2. DTSDE Review Type:	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.	"When schools engage families in ways that improve learning and support parent involvement at home and school, students make greater gains. When schools build partnerships with families that respond to parent concerns, honor their contributions, and share decision-making responsibilities, they are able to sustain connections that are aimed at improving student achievement." (Research spotlight on Parental Involvement in Education: NEA Reviews of the Research on Best Practices in Education) With this statement in mind, the primary needs for this tenet are increased parental involvement in their child's educational process and participation at various school events/meetings. During the 2015-2016 school year, parental attendance at PTO meetings averaged 10-15 % of the total school body. On two occasions, the average doubled. It is believed that this was due to raffle prizes and dinner being served. According to our most recent data, 77% of our student body is Hispanic. Based on this data, we must continue to find ways to break down the language and cultural barriers in order to increase parental involvement/participation. An additional need is to increase parental accountability for their child's education.
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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.	By June 2017, parental involvement in their child's educational process and participation at various school events/meetings will increase to 25%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops, Parent Participation in District/School Surveys, Sign-In Sheets, Exit Tickets (Feedback), Parent Contract, Mid-Quarter Progress Reports

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.
Aug-16	Sep-16	Building administration and the SBPT will create a dual-language Parent Contract which outlines the school's expectations/responsibilities of parents in regards to their child's education. In addition, the Parent Handbook will be revised. Both documents, the contract and handbook will be distributed during Meet the Teacher Night in September. It is expected all parent contracts will be signed and returned by October 14th. The intended impact is a robust and focused home-school connection in which parents contribute and support the needs of their child ensuring academic success required to be college and career ready. (6.2a,b; 6.3b)

Sep-16	Jun-17	The Principal will facilitate a minimum of six PTO (Parent/Teacher Organization) meetings during the 2016-2017 school year. At each meeting, the school's mission and vision will be connected to student achievement. Data will be shared and parents will receive information on how to support their child's academic achievement and social emotional growth. In addition, grade level teams will celebrate literacy by giving a presentation reflecting the literature they have read. At the conclusion of the meeting, parents will complete an Exit Ticket. The Exit Ticket will give parents the opportunity to share what they have learned, ask questions and give suggestions for upcoming meetings. Members of the SBPT and Data Team will analyze the Exit Tickets to determine needed workshops and agenda items for upcoming meetings. The intended impact is to empower families to support their child's learning, leading to greater student achievement and better student social/emotional developmental health. (6.2 a-c; 6.5a,b)
Aug-16	Oct-16	The SBPT will create and distribute a parent survey to gather information on the types of workshops parents have a interest and how the school community can support their needs. Members of the SBPT and Data Team will analyze the results to determine needed workshops. The intended impact is to empower families to support their child's learning, leading to greater student achievement and better student social/emotional developmental health. (6.2c, 6.3c & 6.5a)
Oct-16	Apr-17	The Parent/Community Outreach Committee will plan a minimum of two Family Nights, fall and spring, in which parents and students will share in fun and exciting activities. The purpose of Family Night is to create a non-threatening atmosphere in which parents and students can share in different activities with staff members and with each other. The intended impact is a stronger relationship between families and the school thus promoting the social-emotional growth and well-being of the students. (6.4a & 6.5b)
Oct-16	May-17	Based on the results of the parent survey, building administration and the SBPT will plan and facilitate a minimum of two parent workshops (1-fall; 1-spring). Workshops may focus on (but not limited to): Understanding Data, Understanding Common Core, Understanding NYS Exams and Supporting Your Child's Social and Emotional Developmental Health. Workshops will be interactive allowing parents to discover and ask questions about the content. Workshops will be connected to student achievement. The intended impact is to empower families to support their child's learning, leading to greater student achievement and better social/emotional developmental health. (6.4a & 6.5b)
Oct-16	May-17	Teachers will complete a mid-quarter progress report for quarters 2, 3 & 4 on each student. The teacher will identify areas of strength and areas in need of improvement in terms of academic and social/emotional development. This process will be monitored by building administration. The intended impact is to create a line of reciprocal communication so families can support their child's academic achievement and social growth. (6.3 & 6.5b)
Aug-16	Sep-16	The SBPT will create and distribute a survey to all staff members in which they will identify areas of interest or concern regarding the social emotional developmental health of parents and students. This information will be used to plan and facilitate a minimum of two professional developments focused on the needs identified from the survey. (6.4b)