

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010017
School Name:	Yates Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Robert Flanders	Title	Principal
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent	signature on file	Laurence T. Spring	19-Jul-17
President, B.O.E. / Chancellor or Chancellor's Designee	signature on file	John Foley	19-Jul-17

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.
- 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) and §3012(d).
- 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)
July 10, 2017			

Name	Title / Organization	Signature
Samantha Eichele	Instructional Supervisor	
Chris Rakus	Grade 3 Teacher	
Robert Flanders	Principal	
Amber Shippey	PreK Teacher	
Erin Backaus	K Teacher	
Carrie White	Grade 1 Teacher	
Megan Coon	Special Education Teacher	
Susan Alviene	Intervention Specialist	
Linda Rockinger	Grade 2 Teacher	
Laura Marion	Remedial Reading	
Debra Percenti	Remedial Reading	
Danielle West	Grade 5 Teacher	

School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	349	% Title I Population	100%	% Attendance Rate	92%
% of Students Eligible for Free Lunch	84%	% of Students Eligible for Reduced-Price	2%	% of Limited English Proficient Students	7%	% of Students with Disabilities	21%

Racial/Ethnic Origin of School Student Population										
% American Indian or Alaska Native	0	% Black or African American	33%	% Hispanic or Latino	30%	% Asian, Native Hawaiian / Other Pacific Islander	4%	% White	21%	% Multi-Racial

School Personnel							
Years Principal Assigned to School	6	# of Assistant Principals		# of Deans		# of Counselors / Social Workers	1.5
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	4%	% Teaching with Fewer than 3 Years of Experience	4%	Average # of Teacher Absences	8

Overall State Accountability Status							
Priority School		Focus School Identified	X	SIG 1003(a) Recipient	X	SIG 1003(g) Recipient	
Identification for ELA?	X	Identification for Math?	X	Identification for Science?		Identification for High School	
ELA Performance at Level 3 and Level 4	11%	Math Performance at Level 3 and Level 4	7%	Science Performance at Level 3 and Level 4	57%	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			
	or Alaska Native	X	American
X	Latino		Hawaiian/Other
X	White		Multi-Racial
	Disabilities		Proficient
X	Disadvantaged		
Did Not Meet			
	or Alaska Native	X	American
X	Latino		Hawaiian/Other
X	White		Multi-Racial
	Disabilities		Proficient
X	Disadvantaged		
Did Not Meet			
	or Alaska Native		
	Latino		
	White		
	Disabilities		
X	Disadvantaged		
Did Not Meet			
		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 focus on student comprehension and higher order questioning has changed teacher lesson planning in the building. Teachers display and articulate higher order question stems for each lesson. The building walk-through form was modified quarterly during 2016-2017 school year to monitor the use of higher order questioning stems. Implementation of the systematic literacy block was regularly monitored by the building leadership team using a staff created and agreed upon walk-through form. Results of the walk-throughs were reviewed monthly at staff meeting, data meetings, and leadership team meetings.

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

The walk-through form was modified to reflect the use of higher order questioning stems in teacher lesson plans and classroom instruction. A "reboot" of the PBIS initiative was necessary as building discipline data reflected a need to encourage student buy-in of positive behavior.

In developing the CURRENT YEAR'S plan:

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

Increased use of high leverage practices, feedback loop focusing on higher order questions, mindfulness in the classroom, quarterly progress reports, academic take-home bags, student data portfolios

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

Curriculum and Instruction, Critical thinking skills, Teacher practices, decisions, and reflection, Family and community engagement

- 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.

The mission is to graduate students who produce, perform and create, who contribute to the richness of their lives and those around them; who believe in their own worth, respect others and exhibit a love for learning. Students are required to write for critical analysis and cannot do so without the proper learning objectives and question stems. Therefore, alignment of curriculum and instruction will be regularly monitored and feedback given to teachers to modify instruction. Intervention strategies will be evaluated monthly to measure the rate of success.

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

8% of all subgroups will increase their higher order thinking skills measured by internal assessments and state assessments *8% of the Economically Disadvantaged subgroup will increase their higher order thinking skills measured by internal assessments and state assessments

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

Walk through protocols will provide data and a regular check on the implementation of the systematic approach to literacy. Professional development will take place on Thursday of each week using walk through data to identify areas of need. The building Principal and Instructional Supervisor along with school district experts will provide this targeted professional development. Monthly meetings with grade levels will monitor progress of each subgroup and determine interventions. Weekly SBST meetings will monitor and evaluate the success of interventions.

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

The number of walk-throughs may be limited by other activities taking place. These events effect both the teacher and the staff completing the walk through.

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

Weekly professional development will be provided by teachers and building leaders. Professional development topics will be guided by the current needs of the building. Topics will range from trauma to literacy instruction to classroom management. Grade level resources and strategies will be examined and questions regarding lesson planning will be answered in the following areas: phonics/phonemic awareness, vocabulary, comprehension, fluency, guided reading, literacy workstations, and independent reading. These components of the systematic approach to literacy are purposeful to give teachers the knowledge, supports, and materials required to succeed and reflect during this transition. This will be monitored by walk-throughs.

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

The school leader will hold PPT events, PTO meetings, parent newsletters, assemblies, staff recognition events, parent conferences, and quarterly progress reports.

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

The plan will be available on the district web-site, and in the main office at Yates School.

- 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.

K orientation will take place on August 15, 2017. Students will be screened for letter and number recognition, and speech needs. Parents will be given a tour of the building, and given a tool kit of everything the school expects of their child as an incoming kindergarten student. Each part of the kit will be taught to the parents for use at home. Books to be used during the kindergarten school year will be given to parents to familiarize students with the texts to be read at school. In September 2017, an additional orientation will be held to give parents a chance to ask questions about dismissal or other procedures and processes.

Re-Identified Focus Schools

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

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement 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) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

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

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

3. How will the school continue to monitor and make adjustments to implementation?

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 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 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 2016-17 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 2016-17 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 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 2016-17 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 2016-17 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 16-17 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 Innovation and Reform's website at <http://www.p12.nysed.gov/oisr/>. 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. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

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 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Common Leading Indicators Worksheet

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:	Februry 2017
B2. DTSDE Review Type:	District Led

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based upon the DTSDE review, a system to monitor and provide feedback on the implementation of high leverage practices beginning with academically productive talk is required so that the level of student engagement and academic rigor is increased.
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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 January 2018, classroom teachers will be incorporating High Leverage Practices as measured by the walk through tool during 90% of their instructional time. During the 2017-2018 school year, the building leadership team will design and deliver weekly professional development on the implementation of high leverage practices. Data on the implementation of these practices with fidelity will be collected by the team using a walk through tool modified quarterly.
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, Walk Through Data, Student Growth Data, Teacher Attendance at Professional Development

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.
17-Jul	17-Sep	Building leadership team will meet to create a system for providing professional development and feedback on high leverage practices to classroom teachers (Budget Code: 15)
17-Sep	18-Jun	Building leadership will attend monthly PD to conference with surrounding districts about HLP's (Budget Code: 15)
17-Sep	18-Jun	Building leadership team will provide monthly professional development for teachers on high leverage practices, beginning with academically productive talk routines (Budget code 15)
17-Sep	18-Jun	The building leadership team will create a walk-through form and update it quarterly to monitor HLP's in classrooms and monitor progress toward 90% goal
17-Oct	18-Jun	Data from walk throughs will be analyzed by the building leadership team every 4 weeks to evaluate implementation and teacher needs.
14-Sep	18-Jun	Each Thursday, from 2:15-3:15pm staff will address areas identified during the walk-throughs to meet the goal of 90% of instructional time focused on high leverage practices.
1-Oct	18-Jun	Grade level teams will meet monthly with the Principal, Intervention Specialist, and Instructional Supervisor to review walk through data, teacher needs, and necessary changes in pedagogy to meet the target goal. (Budget code 15)

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support		Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:		February 2017
B2. DTSDE Review Type:		District Led
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the DTSDE review, a feedback loop, based on a weekly review of lesson plans for higher order questioning, will be created to support teachers use of higher order questions and plans to promote reflection on the data used to plan for student instruction.	
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 January 2018, 90% of lesson plans will include higher order questions as defined by Paul and Elder (2007). A feedback cycle for all teachers will align with weekly targeted professional development.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance at professional development, minutes from feedback loop, teacher lesson plans, student growth data.	
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.
17-Sep	17-Sep	A lesson plan template will be developed with staff by September 2017 including higher order question stems aligned with the CCLS using district developed units of study and overarching focus questions (Responsibility of the Principal, Intervention Specialist and Instructional Supervisor)
1-Sep	1-Jun	Students (grades 1-5) will create data portfolios using data collected with teachers to set targets and monitor progress toward student and teacher created quantitative goals.
17-Sep	18-Oct	A revised lesson plan template will be introduced to staff by September 2017 including higher order question stems aligned with the CCLS using district developed units of study and overarching focus questions (Responsibility of the Principal, Intervention Specialist and Instructional Supervisor)
17-Oct	18-May	The building leadership team will use the previously created walk-through form using google docs to collect data on the use of the question stems and critical thinking questioning in classrooms and monitor progress toward 90% goal (Responsibility of the Principal and Building Leadership Team)
17-Nov	18-May	Data from walk throughs will be analyzed by the building leadership team every 4 weeks to evaluate implementation and teacher needs. (Responsibility of the Principal and Building Leadership Team)
17-Nov	18-May	Data will be reviewed with teachers and feedback will be provided on how to incorporate higher order question stems into lesson plans every 4 weeks. (Responsibility of the Principal and Instructional Supervisor)

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions B1. Most Recent DTSDE Review Date: February 2017 B2. DTSDE Review Type: District Led		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the DTSDE review, a focus on academically productive talk routines need to be incorporated into instructional strategies so students can be engaged and own 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 January 2018, classroom teachers will be incorporating academically productive talk routines as measured by the walk through tool during 90% of their instructional time. During the 2017-2018 school year, the building leadership team will design and deliver weekly professional development on the implementation of academically productive talk routines. Data on the implementation of these practices with fidelity will be collected by the team using a walk through tool modified quarterly.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Lesson plans, attendance at professional development, PLC meeting minutes, professional development agendas, walk through data	
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.
2017-Aug	2018-June	Building leadership team will meet to review and design weekly professional development on academically productive talk routines for teachers (Budget Code: 15)
2017-Sept	2018-June	Teachers who master academically productive talk routines will have lessons recorded to share and model for new teachers at weekly PD sessions (Budget Code: 45)
2017-Sept	2017-Dec	Building leadership team will provide weekly professional development review and training for teachers incorporating best practices on academically productive talk routines (Budget Code: 15)
2017-Sept	2018-Jan	Building leadership team will conduct walk-throughs to monitor academically productive talk routines during instructional time and to collect data to target weekly professional development.
2017-Sept	2018-Jan	Building leadership will review teacher lesson plans to collect data on academically productive talk routines being used with fidelity during instructional time.
2018-Jan	18-May	Data from walk throughs and lesson plans will be shared monthly at grade level PLC meetings to share data and best practices.

Tenet 5: Student Social and Emotional Developmental Health

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:	Februry 2017
B2. DTSDE Review Type:	District Led

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the DTSDE Needs assessment, a proges report will be designed for teachers to regularly communicate with parents regarding what students are doing in class, how their child is performing, and what parents can do to help their child improve.
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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 October 2017, a proges report will be developed and sent home to tier 3 students. By January 2018, progress reports will be sent home for tier 2 and 3 students. By March 2018, progress reports will be sent home for all students.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Progres report, PLC minutes, Parent 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.
2017-Aug	2017-Sept	Grade level teachers meet to create progress reports for tier 2 and 3 students
2017-Sept	2017-Sept	Teachers assess students using F&P, AIMSWEB, and other assessments to gather baseline data on each student continuum modifications
2017-Sept	2018-June	Teachers use PLC meetings to monitor and assess student progress to determine tier 2 and 3 students and intervention needs.
2017-Sept	2018-June	Teachers collaborate to determine which activities will best support students at home with academic needs and organization (Budget Code: 45)
2017-Sept	2017-Oct	Teachers use PLC meetings to complete progress reports for tier 3 students and create targeted academic take-home bags for parents to support students at home (Budget Code: 45)
2017-Oct	2018-Jan	Teachers continue to monitor students and develop tier 2 intervention lists
2018-Jan	2018-Jan	Teachers use PLC meetings to complete progress reports for tier 2 and 3 students and create targeted academic take-home bags for parents to support students at home (Budget Code: 45)
2018-Feb	2018- March	Teachers use PLC meetings to complete progress reports for all students. All students will receive materials to work on at home with parent support (Budget Code: 45)
2018-March	2018-May	Teachers send home progress reports for all students and parent surveys to determine strengths and weaknesses of progress report program