

LEA Name:	Mount Vernon City School District
LEA BEDS Code:	660900010002
School Name:	Edward Williams Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2018 Strategic Plan for School Excellence (SPSE)

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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 SPSE 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 district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Kenneth Hamilton	25, June 2015
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Elias Gootzeit	25, June 2015

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- | | |
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| ☒ | 1. The Strategic Plan for School Excellence (SPSE) 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. If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver." |
| ☐ | 3. The Strategic Plan for School Excellence (SPSE) 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. |
| ☒ | 4. The Strategic Plan for School Excellence (SPSE) will be implemented no later than the beginning of the first day of regular student attendance. |
| ☒ | 5. 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. |
| ☒ | 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |
| ☒ | 7. 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 SPSE 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 SPSE.

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

[illegible]

School Information Sheet

School Information Sheet							
Grade Configuration	PreK -6	Total Student Enrollment	407	% Title I Population	79.50%	% Attendance Rate	91.18%
% of Students Eligible for Free Lunch	75%	% of Students Eligible for Reduced-Price Lunch	3%	% of Limited English Proficient Students	10%	% of Students with Disabilities	16%

Racial/Ethnic Origin of School Student Population							
% American Indian or Alaska Native	0%	% Black or African American	85%	% Hispanic or Latino	13%	% Asian, Native Hawaiian / Other Pacific Islander	1%
						% White	1%
						% Multi-Racial	1%

School Personnel					
Years Principal Assigned to School	13	# of Assistant Principals	1	# of Deans	# of Counselors / Social Workers
% 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	Average # of Teacher Absences
				0	2
				8%	10

Overall State Accountability Status						
Priority School		Focus School Identified by a Focus District	X	SIG(a) Recipient	X	SIG(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	9%	Math Performance at Level 3 and Level 4	11%	Science Performance at Level 3 and Level 4	57.40%	Four-Year Graduation Rate (HS Only)
% of 1st Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	n/a	Six-Year Graduation Rate (HS Only)
Persistently Failing School (per Education Law 211-f)	n/a	Failing School (per Education Law 211-f)	n/a			

School Information Sheet

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

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

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

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

SPSE 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 SPSE, 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 SPSE 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).

Teachers collaborated more frequently through the implementation of the PLC Model. The staff as a whole began to share ideas and best practices on a regular basis. We began to collect and analyze data in order to drive instruction. We also implemented the Andrus Sanctuary Model and began Community Meetings and Safety Plans.

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

After administering parent surveys, we realized that we would not be able to provide the parent workshops that were requested due to lack of time and funding. The school decided to fully implement Parent University beginning in September 2015. In the previous year's plan we attempted to accomplish too many goals and have realized that we need to have more focused and targeted goals to meet the needs of the school.

In developing the CURRENT YEAR'S plan:

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

This year's goal is to improve school leader practices, teacher instruction, and parent/community engagement. The school leader will utilize funding in the best way for 2015-2016. We will make sure to implement the systems and structures that allow for growth among staff and students. We are now in the 3rd year of the Common Core and teachers have become more comfortable with the new standards. We hope to help teacher's developed targeted, explicit instructional plans to meet the diverse needs of the students. We will focus more on small group instruction and differentiation. We will also work on collaborating more between classroom teachers and specialists to create a cohesive learning experience for all students. We also want to improve upon parent engagement. We plan to have more opportunities for parents to come into the school and collaborate with staff on how to best service our children.

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

1. School Leader Practices and Decisions - budget/resources, 2. Teacher Practices and Decisions - small group instruction/differentiation, 3. Parent/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.

Williams Elementary School's mission is to provide a collaborative learning environment where all students are inspired to succeed academically, socially, and technologically as they prepare for college and career readiness. Our mission is based on the needs of our students. We understand that we have to prepare our students for the future. We are building a community where all stakeholders (parents, teachers, students, and community members) are invested in the success of our students. Our goal is to develop better relationships with parents to provide them support in helping their children. We also want to share best practices among staff members to ensure that we are targeting student's needs.

- List the student academic achievement targets for the identified subgroups in the current plan.
Our goal is to see a 5% academic increase in ELA and Math for all targeted subgroups.

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

Parent University will be fully implemented in 2015-2016 school year. Parents will have more opportunities to come into the school and work with staff on helping students achieve success. The PLC model will continue in 2015-2016. Staff members will collaborate to share data and strategies to promote academic achievement. PBIS will have more assemblies for students (honor roll, student of the month, perfect attendance) to reward positive behaviors.

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

One barrier is the turnover rate of staff. Once again, we will be hiring new staff members (teachers and assistant principal) who have not had time to acclimate to the needs of the school. It will take time for them to understand the environment in which we work and to develop relationships with staff and community members. We will continue to match new teachers with mentors and help to ease their transition to the school community. We will also continue to meet in PLC's and staff meetings to share ideas and practices.	
Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity. District level professional development will be offered to all staff through My Learning Plan. There will also be building level professional development that will be offered during curriculum meeting and Superintendent Conference Days. Our professional development will include small group instruction, differentiation, and student engagement. Teachers will also be allowed to take outside professional development workshops based on the needs of the school.	
List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community. Staff meetings, Grade level meetings, PLC meetings, Parent University meetings, Family nights (reading & math), newsletters, phone calls, and email blasts will be used to strengthen relationships with staff and community.	
List all the ways in which the current plan will be made widely available to the public. This year's plan will be posted on the school website and it will be discussed with parents during Meet and Greet Night.	
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. Pre - K students have portfolios that are given to the kindergarten teachers. This helps the new teachers have an idea of the student's strengths and weaknesses. The Pre-K students and their parents have the opportunity to meet with kindergarten teachers to get an understanding of the expectations for students. The Pre-K teacher does attend some professional development that is given to K-6 teachers. They are able to get insight into the new curriculum standards and best practices that are being taught to students.	

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. 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.

www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

C. Professional Development: Present a coherent framework for professional development, 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.

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

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E. Assessment: Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State's accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

F. School Climate and Discipline: Describe the strategies the school will employ 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. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge satisfaction with school climate.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner of Education to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SPSE does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SPSE.)

H. 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: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

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 2015-2016 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 if the school is not receiving 1003(g) School Improvement Grant Funds) 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.

Mental Model Worksheet

Conceptual Frame 1 - Vision (Leadership)	HEDI Rating
Statement of Practice 1.2	
Statement of Practice 2.2	I
Statement of Practice 3.2	D
Statement of Practice 4.2	D
Statement of Practice 5.2	D
Statement of Practice 5.3	D
Statement of Practice 6.2	D
In Year 1, work to create a vision that is widely known and understood. Note that leadership vision addresses academic efforts, school culture, social-emotional supports, and family and community engagement.	

Conceptual Frame 3 - Resources	HEDI Rating
Statement of Practice 1.1	
Statement of Practice 1.3	
Statement of Practice 2.3	D
Statement of Practice 3.3	D
Statement of Practice 4.3	D
Statement of Practice 5.3	D
Statement of Practice 6.3	I
In Year 1, evaluate and develop a plan for aligning and using their partnerships, fiscal capital, time (scheduling), and human capital to address the goals for the school.	

Conceptual Frame 5 - Collaboration	HEDI Rating
Statement of Practice 1.4	
Statement of Practice 2.4	I
Statement of Practice 3.4	I
Statement of Practice 4.4	D
Statement of Practice 5.4	D
Statement of Practice 6.4	I
In Year 2, develop methods for staff, school partnerships, and families to collaborate concerning practices intended to address the manner in which adults work together for the betterment of students.	

Conceptual Frame 7 - Professional Development	HEDI Rating
Statement of Practice 1.4	
Statement of Practice 2.4	I
Statement of Practice 3.2	D
Statement of Practice 5.3	D
Statement of Practice 6.4	I
In Year 2, develop a professional development program that addresses the needs of adults and families involved in the school community.	

Conceptual Frame 2 - Systems and Structures	HEDI Rating
Statement of Practice 2.4	I
Statement of Practice 2.5	I
Statement of Practice 3.5	D
Statement of Practice 5.2	D
Statement of Practice 5.5	I
Statement of Practice 6.5	D
In Year 1, create systems and structures that are widely known, understood, and used to address the improvement of student achievement.	

Conceptual Frame 4 - Common Core Learning Standards	HEDI Rating
Statement of Practice 3.2	D
Statement of Practice 3.3	D
Statement of Practice 4.3	D
Statement of Practice 4.5	D
In Year 1, develop methods to incorporate the use of Common Core Learning Standards aligned curriculum into teachers' daily instructional practices to address students' academic achievement.	

Conceptual Frame 6 - Use of Data	HEDI Rating
Statement of Practice 1.5	
Statement of Practice 2.4	I
Statement of Practice 2.5	I
Statement of Practice 3.5	D
Statement of Practice 4.5	D
Statement of Practice 5.5	I
Statement of Practice 6.5	D
In Year 2, develop and implement systems and structures for using data (academic, social emotional, teacher practices, family, and community) to analyze and address the needs of the school community (students, staff, and families).	

Conceptual Frame 8 - Differentiated Instruction	HEDI Rating
Statement of Practice 3.3	D
Statement of Practice 4.2	D
Statement of Practice 4.3	D
Statement of Practice 4.5	D
In Year 3, teachers should develop instructional practices that address the learning needs of all students in the school (students with disabilities, English language learners, closing the achievement gap, and those requiring enrichment).	

YEAR 1 OF THE STRATEGIC PLAN	
Check all that apply	Describe the data you will use to assess the school's needs and starting-point aligned to the identified conceptual frame and identify the people involved in addressing each area. Consider using the DTSDE 2.0 Resource Guide as a tool to support your thinking.
X	• School wide SMART Goals • Observations and Walk Through • Student/ Parent/ Teacher Surveys • Assessments- SLOs, I-Ready, Dibels, NY State ELA/Math/Science, Unit Tests • Attendance Data • Suspension Data • Functional Behavior Assessment /Behavior Intervention Plan Data •
X	
X	
X	
	Collaboration **
	Use of Data **
	Professional Development **
	Differentiated Instruction **

*Schools have the ability to self-select additional CF or individual SOPs that were not prioritized in Step 1, if there is an identified need. The school should address the identified need within the plan and provide a strong rationale for adding it to the cycle and overall plan.

**Moving steps from year 2 or year 3 requires the oversight attestation page signed by the Superintendent or her/his designee.

YEAR 2 OF THE STRATEGIC PLAN	
Check all that apply	Describe the data you will use to assess the school's needs and starting point aligned to the identified conceptual frame and identify the people involved in addressing each area. Consider using the DTSDE 2.0 Resource Guide as a tool to support your thinking.
Vision (Leadership)	• School wide SMART Goals • Observations and Walk Through • Student/ Parent/ Teacher Surveys • Assessments- SLOs, I-Ready, Dibels, NY State ELA/Math/Science, • Attendance Data • Suspension Data • Functional Behavior Assessment /Behavior Intervention Plan Data • Minutes for PLC meetings • PBIS (Positive Behavior Incentives Assembly List - Charting the number of students per grade that receive awards) • Andrus (Surveys and Evaluations) •
Systems and Structures	
Resources	
Common Core Learning Standards	
x	Collaboration **
x	Use of Data **
x	Professional Development **
	Differentiated Instruction **

*Schools have the ability to self-select additional CF or individual SOPs that were not prioritized in Step 1, if there is an identified need. The school should address the identified need within the plan and provide a strong rationale for adding it to the cycle and overall plan.

**Moving steps from year 2 or year 3 requires the oversight attestation page signed by the Superintendent or her/his designee.

YEAR 3 OF THE STRATEGIC PLAN	
Check all that apply	Describe the data you will use to assess the school's needs and starting-point aligned to the identified conceptual frame and identify the people involved in addressing each area. Consider using the DTSDE 2.0 Resource Guide as a tool to support your thinking.
Vision (Leadership)	• RTI Data • AIS Data • Assessments (iReady, Dibels, NYS Testing, Unit Tests) • SMART Goals •
Systems and Structures	
Resources	
Common Core Learning Standards	
Collaboration **	
Use of Data **	
Professional Development **	
x	Differentiated Instruction **

*Schools have the ability to self-select additional CF or individual SOPs that were not prioritized in Step 1, if there is an identified need. The school should address the identified need within the plan and provide a strong rationale for adding it to the cycle and overall plan.

**Moving steps from year 2 or year 3 requires the oversight attestation page signed by the Superintendent or her/his designee.

Conceptual Frame 1: Vision (Leadership)

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school leader needs to communicate the mission and vision to all stakeholders and align organizational goals to meet the mission and vision of the school.
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.	Beginning in September 2015, the school leader will share the mission and vision with teachers, students, parents and community members.
E1. Start Date: Identify the projected start 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.
September 1, 2015	Superintendent's Conference Day- Administration will engage staff in discussing how the mission and vision will be reflected in instructional practices.
September 1, 2015	During grade level assemblies, students will be introduced to the mission and vision and participate in discussion of how it will be represented at school.
October 1, 2015	The school leader and classroom teachers will communicate the mission and vision to parents during Meet and Greet.
F. Plan for Interim and Summative Evaluations: Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted. G. Safety (Intellectual and Physical): What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	The school leader will meet with stakeholders quarterly to discuss how the mission and vision are being implemented at Edward Williams School. All stakeholders will be able to ask questions, share opinions and participate in open discussions with school members about the mission and vision implementation.
H. Communication: What steps will the community take to ensure active communication takes place amongst and across all constituencies?	The mission and vision will be posted throughout the school, distributed to all stakeholders, and posted on the school website.

Conceptual Frame 2: Systems and Structures

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to implement systems in place that will address the academic and social needs of the learning community.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By May 2016, student achievement will increase by 5% through improvement of teacher practices based on walkthrough feedback, and increased parent knowledge of academic goals.	
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.
October 1, 2015	May 1, 2016	Create a Home School Connection in sharing student data. During Meet and Greet/Parent Conference Night, share parent reports and help parents set targeted goals to help their child's academic success.
October 1, 2015	May 1, 2016	Walkthroughs/Observations - Leadership Team will conduct monthly walkthroughs and interviews to focus on best practices. The school leader will ensure that teachers receive targeted, timely feedback.
F. Plan for Interim and Summative Evaluations: Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted. G. Safety (Intellectual and Physical): What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	The leadership team will create a calendar of dates for walkthroughs. A checklist will be created to ensure timely feedback to teachers. At Meet and Greet and 2 Parent Teacher Conferences, parent reports will be discussed. The administration will monitor to ensure fidelity in the process. The walkthrough checklist will be shared with the staff so they know the expectations. The feedback will be non-evaluative. During the parent meeting, the teachers will give the parents their own copy of the report. Letters will be sent home about Parent Conference/Meet and Greet. Teachers will send messages to parents through Class Dojo/email/text. Walkthrough feedback will be given in a timely manner.	
H. Communication: What steps will the community take to ensure active communication takes place amongst and across all constituencies?		

Conceptual Frame 3 – Resources

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to designate and utilize funds for professional development to improve teacher practice and student outcomes. In addition, the school needs to offer enrichment and remediation programs for all students.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Throughout the school year, staff will engage in collaborative workshops to improve student engagement by using differentiation and higher order thinking skills, as evidenced by formal and informal observations.
E1. Start Date: Identify the projected start 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.
September 1, 2015	The school leader will purchase the book, "Engaging Students with Poverty in Mind" by Eric Jensen for the entire staff. Monthly curriculum meetings will be dedicated to analyzing and utilizing information from the book.
September 30, 2015	A consultant will be hired during staff development days to meet with staff in order to improve differentiation and higher order questioning techniques.
F. Plan for Interim and Summative Evaluations: Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted. G. Safety (Intellectual and Physical): What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	Staff members will complete evaluations after each professional development session. Grade level teams will meet to brainstorm next steps and discuss possible strategies to use with their students.
H. Communication: What steps will the community take to ensure active communication takes place amongst and across all constituencies?	The entire school community will be involved in the staff development, i.e. teachers, counselors, administration, etc.

Conceptual Frame 4 - Common Core Learning Standards

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to modify the curriculum to meet the diverse needs of students.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During weekly PLC meetings, teachers will analyze student data and utilize this information to drive instruction by targeting skills based on CCLS.	
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.
September 1, 2015	June 15, 2016	Through district-wide RTI training and modeling, the RTI Team will develop guidelines and procedures to support differentiation throughout the school community.
October 15, 2015	June 15, 2016	Monthly grade level meetings with administration to review curriculum modifications.
F. Plan for Interim and Summative Evaluations: Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.	The RTI Team will meet regularly to discuss the implementation process and the progress being made in the school.	
G. Safety (Intellectual and Physical): What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	To continue to use protocols and procedures to ensure a climate of professionalism	
H. Communication: What steps will the community take to ensure active communication takes place amongst and across all constituencies?	Minutes will be taken at meetings and shared with staff members.	

Conceptual Frame 5 - Collaboration

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to establish a community of collaboration amongst all members of the school community.		
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of the 2016-2017 school year, our goal is to increase the number of parents that attend and participate in school wide activities.		
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.	
October 1, 2015	June 1, 2017	Grade level chairs will meet with the administration on a monthly basis to discuss student progress.	
September 15, 2015	June 1, 2017	The school will continue to partner with Andrus Sanctuary in order to ensure a safe and healthy learning environment.	
September 3, 2016	June 3, 2017	The school will continue their parent engagement initiative, by providing parent workshops and education to bridge the gap between home and school.	
F. Plan for Interim and Summative Evaluations: Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.		Parent/teacher evaluations will be completed after each meeting/event.	
G. Safety (Intellectual and Physical): What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?		The school will appoint a parent facilitator to maintain a positive and engaging school and community environment.	
H. Communication: What steps will the community take to ensure active communication takes place amongst and across all constituencies?		Parents will be notified of events through flyers, emails, phone calls, etc.	

Conceptual Frame 6 - Use of Data

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to create a system of collecting and analyzing a variety of data points (i.e. attendance, suspension, achievement, and deficiencies).	
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 2017, the school will generate and analyze reports to monitor the academic and social-emotional development of the students.	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: 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.
September 1, 2015	June 15, 2017	The School Based Support Team will create behavior intervention groups based on student referral data.
September 15, 2015	June 15, 2017	The RTI Team will support the school community in creating SMART goals to target student academic strengths and weaknesses.
		The school community will participate in professional development relating to data analysis.
F. Plan for Interim and Summative Evaluations: Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.	The School Based Support Team will conduct bi-monthly meetings with administration to address student progress. SMART goals will be revised based on student data.	
G. Safety (Intellectual and Physical): What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	The School Based Support Team will set norms and protocols for student groups. Student data/discussions will be kept confidential.	
H. Communication: What steps will the community take to ensure active communication takes place amongst and across all constituencies?	Parent reports will be sent home on a quarterly basis.	

Conceptual Frame 7 - Professional Development

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school community needs professional development regarding RTI, data analysis, differentiation, higher order thinking techniques, and technology.
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.	In the 2016-2017 school year evaluations will be completed at the conclusion of each professional development activity to measure growth and next steps. The school leader will conduct formal and informal observations, walk-throughs and instructional rounds to provide feedback to improve teacher practice.
E1. Start Date: Identify the projected start 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.
September 1, 2016	During curriculum and PLC meetings staff and administration will turn-key pertinent information and strategies to implement.
September 1, 2016	A consultant will be hired during staff development days to meet with staff in order to improve differentiation and higher order questioning techniques.
F. Plan for Interim and Summative Evaluations: Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.	Staff members will complete evaluations after each professional development session.
G. Safety (Intellectual and Physical): What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	Teachers will provide turn-key training to staff and parents on a voluntary basis.
H. Communication: What steps will the community take to ensure active communication takes place amongst and across all constituencies?	The entire school community will be involved in the staff development, i.e. teachers, counselors, administration, etc. Letters/Newsletters will be sent home to inform parents of professional development sessions.

Conceptual Frame 8 - Differentiated Instruction

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school community needs to be informed of various differentiation strategies and use data to drive 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 June 2018, the school community will use small group and RTI strategies to improve student performance by 5% based on student data.
E1. Start Date: Identify the projected start 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.
October 1, 2017	Teachers will assess students quarterly to identify strengths and weaknesses.
September 1, 2017	Staff will continue to participate in professional development relating to small group instruction and RTI strategies.
F. Plan for Interim and Summative Evaluations: Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.	Teachers will assess students quarterly and collect data to be shared with grade level, PLC, RTI Team, and administration. Administration will conduct formal and informal observations to offer feedback to teachers to continuously develop best practices for small group instruction.
G. Safety (Intellectual and Physical): What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	Staff will share differentiation strategies during PLC and staff meetings. Teachers can share their success and receive help with their difficulties.
H. Communication: What steps will the community take to ensure active communication takes place amongst and across all constituencies?	Student data will be shared with parents and parent conferences will focus on targeted strategies the staff is using with the students. Staff will also be able to visit classes that are having success with differentiating their lessons.