

LEA Name:	Mount Vernon City School District
LEA BEDS Code:	660900010007
School Name:	Rebecca Turner Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Jamal Doggett	Title	Principal
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Website for Published Plan	mtvernoncsd.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Kenneth R. Hamilton	25-Jun-15
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Elias Gootzeit	25-Jun-15

Statement of Assurances

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

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| X | 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers |
| NA | 2. If the school has been identified as <i>Persistently Failing and Failing</i> , as per <i>Education Law 211-f</i> , 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 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. |
| X | 4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance. |
| X | 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. |
| X | 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |
| X | 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 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)
June 19, 2015	Longfellow Elementary School		
June 20, 2015	Longfellow Elementary School		
June 22, 2015	Longfellow Elementary School		
June 23, 2015	Longfellow Elementary School		
June 24, 2015	Longfellow Elementary School		

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School Information Sheet

School Information Sheet							
Grade Configuration	Pre-K-5	Total Student Enrollment	339	% Title I Population	83%	% Attendance Rate	93.50%
% of Students Eligible for Free Lunch	74%	% of Students Eligible for Reduced-Price Lunch	9%	% of Limited English Proficient Students	4.10%	% of Students with Disabilities	23.60%

Racial/Ethnic Origin of School Student Population							
% American Indian or Alaska Native	0%	% Black or African American	89.10%	% Hispanic or Latino	8.20%	% Asian, Native Hawaiian / Other Pacific Islander	0.60%
						% White	2.10%
						% Multi-Racial	

School Personnel					
Years Principal Assigned to School	3	# of Assistant Principals	0.5	# 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
					10

Overall State Accountability Status						
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?
ELA Performance at Level 3 and Level 4	9%	Math Performance at Level 3 and Level 4	19%	Science Performance at Level 3 and Level 4	88%	Four-Year Graduation Rate (HS Only)
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)				

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA	
American Indian or Alaska Native	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	All not applicable

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	Limited English Proficient
Economically Disadvantaged	All not applicable

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	All not applicable

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

SCEP Plan Overview

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

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

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

☐	Limited Degree (Fewer than 20% of goals were achieved.)
☐	Partial Degree (Fewer than 50% of goals were achieved.)
☒	Moderate Degree (At least 50% of goals were achieved.)
☐	Major Degree (At least 90% of goals were achieved.)

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

☐	Limited Degree (Fewer than 20% of activities were carried out.)
☒	Partial Degree (Fewer than 50% of activities were carried out.)
☐	Moderate Degree (At least 50% of activities were carried out.)
☐	Major Degree (At least 90% of activities were carried out.)

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

☐	Limited Degree (No identified subgroups improved achievement.)
☐	Partial Degree (Some of the identified subgroups improved achievement.)
☒	Moderate Degree (A majority of identified subgroups improved achievement.)
☐	Major Degree (All identified subgroups improved achievement.)

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

☐	Limited Degree (There was no increase in the level of Parent Engagement.)
☒	Partial Degree (There was a minor increase in the level of Parent Engagement.)
☐	Moderate Degree (There was modest increase in the level of Parent Engagement.)
☐	Major Degree (There was a significant increase in the level of Parent Engagement.)

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

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

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

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

In reflecting on the PREVIOUS YEAR'S PLAN:

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

The previous year's plan had several significant impacts that led to measurable changes in student outcomes. The implementation of PBIS Tier II led to a positive school climate and a reduction in suspensions. 100% percent of teachers participated in PBIS. There also was an increased focus on writing in ELA and Math. A math problem solving graphic organizer was created by teachers in grades 3-5; the graphic organizer was implemented in all classrooms grades K-5. Teachers received professional development to implement the Core Knowledge Language Arts and Expeditionary Learning Modules. There was a continued focused on using data to drive instruction.

- 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.

Writing Tony Stead initiative was removed due to funding, paper reduction initiative had to be removed due to inadequate technology network support, the math journal was replaced by the STAR's problem solving graphic organizer.

In developing the CURRENT YEAR'S plan:

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

The Rebecca Turner Elementary School leadership teams will continue to actively promote and monitor the school's academic and social/emotional development programs and organize school resources to accomplish them. The school will implement the district's newly created RtI initiative; all teachers will receive targeted professional development on differentiated instruction. There will be an expansion of PBIS Tier II to ensure a positive and safe school climate. There will be a creation of a diversity committee and an increase in parent engagement activities offered.

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

There are three needs that will be targeted for improvement in this plan: Social/emotional development needs, parent engagement, and differentiated instruction.

- 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.

“One Team, One Goal, Soaring To New Heights” is the vision for Longfellow Elementary School. Our mission at Longfellow Elementary School is to work collaboratively as a caring community to provide every opportunity for our children to achieve at high levels. These opportunities will enhance student learning and maximize the social, physical, emotional, and intellectual development of our children. Longfellow Elementary School continued the implementation of the School Comprehensive Education Plan. Teachers will continue to collaborate and look at student data to increase student achievement and close the achievement gap. Staff members will receive professional development on differentiated instruction. Furthermore, parent involvement activities will continue to bridge the gap between home/school communication. Our School Comprehensive Education Plan is designed in alignment with the district's goals and objectives listed below: Goal #1: Academic Achievement & Student Success All students will have access to a challenging, rigorous instructional program based on Common Core Standards that embed high levels of skill in critical thinking. Goal #2: Quality Workforce Create a highly skilled positive teaching environment by developing, recruiting, and retaining the most talented staff while supporting a culture of professional growth and innovation. Goal #3: Parent & Community Support Engender trust with the community and parents through frequent, clear, transparent communication on all school related issues and opportunities. Goal #4: Safe & Secure Learning Environment Providing a positive school environment essential to academic success and higher rates of retention so teachers, staff, and students may feel safe, secure, and connected to school.	• List the student academic achievement targets for the identified subgroups in the current plan. Retention rates will decrease by 10%; level 1 scores on NYS Common Core Assessments will decrease by 50% for all subgroups; proficiency levels for all NYS Common Core Assessments will increase by no less than 10% for all subgroups • Describe how school structures will drive strategic implementation of the mission/guiding principles. Rebecca Turner Elementary School has five leadership teams in place that support and monitor the strategic implementation of the SCEP. The five teams are the PLC Team, Grade Level Team, Instructional Leadership Team, AIS Team, and the School Climate Team. In addition, each classroom teacher has common planning time available five times weekly and a scheduled RTI period. • List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed. Title 1 funding is not released in a timely manner; this puts a hold on school improvement initiatives to start in a timely manner. The lack of a full-time assistant principal prevents further monitoring of the instructional program. There is not enough special area teachers to allow teachers more common planning time to meet within their contractual rights. • Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity. Response to intervention professional development-to implement a cohesive structure to support closing the achievement achievement gap. Technology professional development-to assist with supporting the curriculum and developing a 21st century classroom experience. PBIS professional development-to sustain a safe and positive school climate. Differentiated instruction professional development-to equip teachers with a variety of strategies to meet the individual needs of students. • List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.
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This will occur community outreach via monthly newsletter, school website, PTA meetings, parent workshops, and continued partnerships with community agencies/programs.
• List all the ways in which the current plan will be made widely available to the public.
The current SCEP will be displayed on the district website. An overview of the plan will be presented during the parent orientation in August. Additionally, the plan will be shared with the staff and PTA.
• 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.
Our early childhood program is a pre-school special education program; these students do not feed into our kindergarten classes. Pre-K students are screened by the district and student information is received in September. All parents are invited to attend our parent orientation in August prior to the opening of school.

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 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 SCEP 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 SCEP.)

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.

Common Leading Indicators Worksheet

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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. HEDI Rating:		Effective	
B2. HEDI Rating Source:		District-Led Review	
B3. HEDI Rating Date:		March 11-12, 2014	
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 Rebecca Turner Elementary School leadership team will continue to promote the mission to improve student outcomes through the use of evidence-based systems.	
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.		The Rebecca Turner Elementary School leadership team will continue to actively monitor the school's vision and mission. This will be done by organizing resources to ensure processes and structures are in place for continuous academic and social success for all students.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		PLC meeting agendas, staff observation data, walkthrough observation data, five-week and report card data, monthly superintendents report, site base management agendas, faculty/curriculum meeting agendas and presentations.	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	
Sep-15	16-Jun	The building principal will establish five leadership teams that will promote collaboration and communication, increase leadership capacity, data-driven decision making, and monitor the instructional program.	
Sep-15	May-16	The building leader will implement a systematic and continuous improvement process by conducting formal and informal observations according to the district's APPR plan.	
Sep-15	Mar-16	The principal will review the requirements for the APPR and Danielson Framework for Teaching rubric with teachers to strengthen teacher instruction.	
Nov-15	Mar-16	The leadership team, comprised of administrators and teachers, will conduct classroom walkthroughs to observe ELA and Math Instructional Shifts and best practices according to the Danielson rubric and provide feedback to the staff.	
Dec-15	Apr-16	The leadership team will meet with staff to provide feedback on how to improve teacher performance.	
Sep-15	Jun-16	The principal will establish a communication chain to distribute information to all stakeholders and build leadership capacity of staff members.	
Sep-15	Jun-16	Rebecca Turner Elementary School will continue to utilize the monthly newsletter and website to inform all stakeholders of the progress towards achieving school goals.	
Sep-15	Jun-16	The Rebecca Turner Elementary School Site Base Management Team will continue to meet to review Title 1 funding, implementation of the 2015-2016 School Comprehensive Education Plan, and school activities.	
Oct-15	May-16	The leadership team will monitor academic, attendance, and discipline data for each homeroom every five weeks to promote continuous and sustainable improvement.	

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. HEDI Rating:	Developing		
B2. HEDI Rating Source:	District- Led Review		
B3. HEDI Rating Date:	March 11-12, 2014		
CI. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	To improve the use of differentiated instruction , data analysis and the use and integration of technology to increase student outcomes.		
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.	Teachers will participate in professional development related to differentiated instruction, technology and data analysis to ensure summative and state assessments scores increase by no less than 10% .		
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	DIBLES, iReady, student works samples , observation checklists, assessment data, portfolios.		
E1. Start Date: Identify the projected start date for each activity. September	E2. End Date: Identify the projected end date for each activity. 16-Jun	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.	
15-Oct	16-May	Building administrator will conduct quarterly walk-throughs to ensure teachers are implementing ELA and math CCLS with fidelity. Rebecca Turner Elementary School will provide an afterschool intervention program for select students in grades K-5 who are not meeting grade level standards.	
15-Sep	16-Jun	Teachers will use and interpret data from state , district assessments , i Ready, Waterford, DIBLES reports to inform instruction .	
15-Sep	16-Jun	Teachers will use data to differentiate instruction and develop and action plan based on individual student outcomes.	
15-Oct	16-Apr	Teachers will receive professional development on how to differentiate instruction and the use of data to drive instruction	
15-Oct	16-Jun	Building administrator will conduct walkthroughs to ensure teachers are using technology in the classroom to enhance their learning.	

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent	
B1. HEDI Rating:		Developing	
B2. HEDI Rating Source:		District- Led Review	
B3. HEDI Rating Date:		March 11-12, 2014	
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.		Extend the use of data to inform instruction by applying data analysis to instructional decisions including, RtI ,student groups and the establishment of PLC's and data teams.	
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.		Teachers will use student data gathered from various school teams to guide and develop instruction in order to increase student outcomes for all subgroups.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Literacy portfolios, diagnostic data, math portfolios, formative and summative assessments, interim assessments	
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.	
15-Oct	Jun-16	Building administrator will conduct walkthoroughs to ensure all teachers are implementing strategic practices with fidelity.	
Oct-15	Jun-16	Principal along with the data team will examine data monthly to monitor students' progress towards achieving comprehension goals.	
15-Oct	Jun-16	Each marking period, grade level teachers will group students according to data to develop lessons and activities to provide enrichment to all students .	
Oct-15	Jun-16	Through conferencing, teachers will provide ongoing feedback to students to evaluate their work.	
		Teachers will use formative assessment data to inform and guide the development of instructional goals and strategies to meet individual student needs.	
Oct-15	Jun-16	Teachers will be able to monitor student progress through pre and post tests during the 2015-2016 school year.	
Sep-15	16-May	Teachers will receive professional development on how to implement the RtI framework.	
Oct-15	16-May	Teachers will use data from progress monitoring to determine whether students are responding to interventions applied.	

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health		Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. HEDI Rating:		Highly Effective
B2. HEDI Rating Source:		District- Led Review
B3. HEDI Rating Date:		March 11-12, 2014
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		To link academics with the social and emotional development health of students for the 2015-2016 school year.
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.		The RTI Team and Instructional Support Team (IST) along with administration will have a system in place to support academic instruction with the social/emotional needs of students for the 2015-2016 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		RTI, I-Ready assessments, DIBELS, ADP card, academic office folder, attendance, academic 5 week progress reports, observations, parent feedback, PBIS data, FBA/BIP assessments, student work, IEP, and/or 504 Plan for the 2015-2016 school year.
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.
1-Jul-15	30-Aug-15	The PBIS focus group will review the 2014-2015 data including IST referrals, behavior incidents, office discipline referrals, suspensions, and/or promotion/retention lists to identify students who may need support for the 2015-2016 school year.
30-Sep-15	30-Sep-16	The PBIS teams will organize a Kick-off assembly for all teachers, staff, students, and parents to learn about positive strategies to improve academic and social/emotional success.
30-Sep-15	2-Jun-16	Health and safety team meetings will be held at least quarterly to support the well being of staff, students, and parents. The team will consist of a group of 4 to 7 staff members representative of the various grade level and staff groups. They will meet to review safety drill procedures, emergency drill procedures held at the school. The safety team leader and/or representative will keep the faculty up to date on safety policies and procedures at faculty/curriculum meetings.
21-Oct-15	2-Jun-16	The PBIS teams in collaboration with BOCES will provide professional development for teachers, lunch monitors, and security personnel on PBIS and the social/emotional needs of our students to maintain a safe, respectful, and orderly school environment linked to academic achievement.
21-Oct-15	2-Jun-16	The PBIS teams, in partnership with BOCES, will provide all teachers with lesson plans, strategies, and best practices around Tier I, II and III interventions to support academic achievement, and social emotional wellness.
2-Oct-15	2-Jun-16	The PBIS teams will review data on a monthly basis to identify areas of concern and provide feedback to teachers, staff, and parents at scheduled faculty meetings, and parent workshops.
21-Oct-15	2-Jun-16	The PBIS Tier II Team will continue with Check-in/Check-out and implement Social Academic Intervention Groups (SAIG) to target struggling students.

1-Oct-15	2-Jun-16	Functional Behavior Assessments and Behavior Intervention Plans (Tier III) will be put in place by the instructional support team to assist students who exhibit difficulties with social/emotional issues that impact academics. The social worker and teacher in conjunction with the district supports will monitor the plan to ensure it is being implemented with fidelity.
1-Oct-15	2-Jun-16	The Instructional Support Team (IST) will meet with parents to address academic and social emotional concerns that impact the learning needs of students during the 2015-2016 school year.
15-Sep-15	2-Jun-16	Instructional support team staff will share information with parents related to community resources at school events, such as Parent Orientation, Meet and Greet; and/or Parent/Teacher Conference Nights.
30-Sep-15	2-Jun-16	Staff will collaborate with community agencies providing interventions to our students to ensure social-emotional and academic growth.

Tenets 6: Family and Community Engagement

Tenets 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. HEDI Rating:		Effective	
B2. HEDI Rating Source:		District- Led Review	
B3. HEDI Rating Date:		March 11-12, 2014	
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.		Rebecca Turner Elementary School will maintain a positive school culture that fosters healthy partnerships with staff, families, parents, and the community for the academic and social/emotional wellness 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.		Rebecca Turner Elementary School will Increase family involvement and community partnerships by 10% in order to maintain effective communication regarding student academics, social emotional wellness, and cultural diversity all year long.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Attendance/participation in the following areas will be monitored: PTA Membership, Parent Orientation, PBIS Workshops, Parent Involvement Day, Dad's Bring Your Child to School Day, Surveys, Questionnaires, PBIS Suggestion/Comment Box, Parent/Teacher Conference Night, Meet & Greet, Family Night, and/or School Events.	
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.	
30-Sep-15	2-Jun-16	Administration along with the PBIS team will share with staff and parents, the importance of linking academics and social emotional success during the 2015-2016 school year.	
30-Sep-15	2-Jun-16	The PBIS Team will provide teachers with lesson plans, strategies, and best practices related to our SOAR expectations, social emotional development and academic achievement.	
8-Sep-15	23-Jun-16	Teachers and staff will use different venues to communicate to families and the community (ie: conferences, workshops, school-wide initiatives, community partnerships, fundraisers, PTA events, surveys, newsletter, flyers, and school website).	
25-Aug-15	2-Jun-16	Parents will have the opportunity to hear about student data or school-wide data with administration and the PBIS team, and how this relates to the school vision and goals for the 2015-2016 school year during Parent Orientation, Meet & Greet and/or PTA Meetings.	
26-Aug-15	1-Jun-16	The PTA will schedule monthly meetings to coincide with the general school calendar of events to be more efficient with parents' time, and increase family involvement.	
30-Sep-15	2-Jun-16	100% of teachers, parents, staff, substitutes, school bus drivers/monitors, will receive a Rebecca Turner Elementary School PBIS Handbook to inform them of the PBIS framework for the 2015-2016 school year.	
30-Sep-15	2-Jun-16	Parents will be informed about volunteer opportunities via the school newsletter and the school website.	
30-Sep-15	2-Jun-16	Communications (newsletter and website) to families will include information on cultural diversity and school specific efforts to recognize and celebrate diversity.	
30-Sep-15	2-Jun-16	Administration will form a Diversity Committee to include a group of 3 to 5 members representative of the various groups including staff, parents and teachers.	

30-Sep-15	2-Jun-16	Community partners will be invited to various school events such as parent orientation, workshops, family night, and PTA meetings.
30-Sep-15	2-Jun-16	Parent workshops will be offered throughout the year providing families assistance navigating the system in order to identify supports that can lead to improved student academics and behaviors.