

LEA Name:	Mount Vernon City School District
LEA BEDS Code:	660900010001
School Name:	Columbus Elementary School @ The Franko Building

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Colleen Seivright-Crawford, Ed.D.	Title	Principal
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Website for Published Plan			

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			
President, B.O.E. / Chancellor or Chancellor's Designee			

Statement of Assurances

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

- | | |
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| <div data-bbox="298 1831 383 1894" style="border: 1px solid black; text-align: center; width: 50px; height: 30px; line-height: 30px;">X</div> | 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 |
| <div data-bbox="407 1831 516 1894" style="border: 1px solid black; width: 67px; height: 30px;"></div> | 2. <i>If the school has been identified as Persistently Failing and Failing, as per 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." |
| <div data-bbox="568 1831 623 1894" style="border: 1px solid black; width: 34px; height: 30px;"></div> | 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. |
| <div data-bbox="675 1831 730 1894" style="border: 1px solid black; text-align: center; width: 34px; height: 30px; line-height: 30px;">X</div> | 4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance. |
| <div data-bbox="782 1831 837 1894" style="border: 1px solid black; text-align: center; width: 34px; height: 30px; line-height: 30px;">X</div> | 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. |
| <div data-bbox="889 1831 945 1894" style="border: 1px solid black; text-align: center; width: 34px; height: 30px; line-height: 30px;">X</div> | 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |
| <div data-bbox="997 1831 1052 1894" style="border: 1px solid black; text-align: center; width: 34px; height: 30px; line-height: 30px;">X</div> | 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)
October 16, 2014	Media Center @ Columbus School	9-Apr-15	Media Center @ Columbus School
December 4, 2014	Media Center @ Columbus School	30-Apr-15	Media Center @ Columbus School
December 11, 2014	Media Center @ Columbus School	14-May-15	Media Center @ Columbus School
January 15, 2015	Media Center @ Columbus School	4-Jun-15	Media Center @ Columbus School
March 12, 2015	Media Center @ Columbus School	25-Jun-15	Media Center @ Columbus School

[illegible]

School Information Sheet

School Information Sheet					
Grade Configuration	PreK-6th	Total Student Enrollment	573	% Title I Population	466
% of Students Eligible for Free Lunch	71.7	% of Students Eligible for Reduced-Price Lunch	9.6	% of Limited English Proficient Students	23.4
				% Attendance Rate	81.3
				% of Students with Disabilities	11

Racial/Ethnic Origin of School Student Population					
% American Indian or Alaska Native	0.2	% Black or African American	40.8	% Hispanic or Latino	42.6
				% Asian, Native Hawaiian / Other Pacific Islander	7.7
				% White	0
				% Multi-Racial	

School Personnel					
Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	0
% 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	0
				Average # of Teacher Absences	2

Overall State Accountability Status					
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient	SIG 1003(b) Recipient
Identification for ELA?		Identification for Math?		Identification for Science?	Identification for High School Graduation Rate?
ELA Performance at Level 3 and Level 4	47 students	Math Performance at Level 3 and Level 4	49 students	Science Performance at Level 3 and Level 4	Four-Year Graduation Rate (HS Only)
% of 1st Year Students Who Earned 10+ Credits (HS Only)	NA	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	NA	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	Six-Year Graduation Rate (HS Only)
Persistently Failing School (per Education Law 211-f)	NA	Failing School (per Education Law 211-f)	NA		

School Information Sheet

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

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

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

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 most significant positive impact that resulted from the previous year's plan is teacher practices. There is more school wide collaboration between classroom teachers which includes support staff through weekly PLC meetings. Additionally, increased professional development and data analysis has improved teachers' instructional practices to increase students' academic achievement.

- 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.

Based upon staff input and data, with the guidance of the new principal, the School Leadership Team created new mission and vision statements that will guide the 2015- 2016 decisions. Also, the Extended Learning Program was revamped in order to improve student academic achievement.

In developing the CURRENT YEAR'S plan:

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

Develop and strengthen the home to school connection.
Continue staff's collaboration and data analysis skills.

Improve the implementation of differentiated small group instruction through the use of learning stations.

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

Improve behavior through new PBIS initiative.

Increase parent communication and involvement.

Improve overall staff accountability.

- 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.

We at Columbus School provide a positive environment to ensure that all students are achieving excellence through academic rigor. We foster relationships between parents and all members of the community to build our students character. Our mission is to help develop into productive citizens who can compete globally.

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

The academic achievement targets for RtI (Tier 3 and Tier 2 groups), AIS groups, ENL groups, SPED groups will have a minimum growth of 10%.

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

The school's master schedule was structured to support the implementation of the mission/guiding principles. Each grade level has block scheduling for ELA, mathematics, Intervention and PBIS. This will ensure that additional instructional time is used to increase academic and social student outcomes. In addition, through the efforts of the School Leadership Team, subcommittees were formed in order to continue our efforts to increase parental/community support. Through instructional rounds, staff members will receive non-evaluatory feedback from colleagues and on-going support from administration to support research based instructional practices.

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

* Funding (Grants, Donorchoose.org)

* Staffing (outside volunteers, additional staffing- guidance counselor and reading specialist)

*Size of subgroups (targeted small group instruction, use of support staffs, intervention block)

* Parental support (Parent Univerity, Workshops, PTA membership and meetings)

Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.	IPAD training, My Learning Plan professional development courses, Literacy Solutions professional development, AVID professional development, Bilingual training, Book study during PLC. The rationale for all professional development is to improve teacher instructional practices and improve student academic outcomes.
List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.	K-12 Alert, Remind 101, school website, email, week at glance
List all the ways in which the current plan will be made widely available to the public.	The current plan will be made available to the public on the school website.
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.	Aligned curriculum, parent involvement activities, sharing of records and Parent University

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

[illegible]

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:			
B2. HEDI Rating Source:			
B3. HEDI Rating Date:			
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 primary need which will be addressed during the 2015-2016 is the full implementation of using targeted small group instruction to support the various academic needs of students. Through the triangulation of data, teacher teams will review, analyze, and understand student data and its impact on instructional decision-making and practices.	
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.		100% of staff members will identify and implement small group instructional strategies/lessons into their daily lesson plans during the 2015-2016 school year.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Teacher Attendance at Professional Development Parent Attendance at Workshops Parent Participation in District/School Surveys	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. The administration and/or the technology liaison will upload the vision statement to the school's website The vision statement will be shared with teachers at the opening meeting, and reiterated at faculty meetings, curriculum meetings, and individual meetings with teachers and staff. The building administration will articulate the connection between student achievement and the vision statement to families and the community student planners and school signage. Teachers and staff will continue to develop their understanding of Best Practices (e.g., data driven differentiated instruction, small group instruction) in focused PLCs within faculty and curriculum meetings. The principal, along with BOCES staff developers will provide training and support to teachers in implementing the CCLS and instructional Teachers and staff will utilize research-based strategies for improving student engagement and motivation: building relationships and community, and inquiry-based learning experiences. The building administration will work collaboratively with the Office of Human Resources to recruit staff from the best, local teachers colleges. The administration and SLT will evaluate current programs to determine their effectiveness and cost/benefit ratio. The building administration will consult with the Assistant Superintendent for Business, the school Title 1 Coordinator, PTA, SLT, and school administrative and psychosocial team to prioritize when allocating financial resources. The building administration will observe teachers through the lens of the Danielson Rubric as part of APPR. "Instructional Rounds" will give teachers and administrators a frame of reference with which to reflect on classroom practice.	
Sep-15	Sep-15		
Sep-15	Sep-15		
Sep-15	Oct-15		
Sep-15	Jun-16		
Sep-15	Jun-16		
Sep-15	Jun-16		
Aug-15	Jun-16		
Sep-15	Jun-16		
Aug-15	Jun-16		
Sep-15	Jun-16		
Sep-15	Jun-16		

Sep-15	Jun-16	The building administration will continue to embed professional development along with workshops on supporting diverse learners within the CCLS will aid teachers in their daily practice.
Sep-15	Jun-16	The vision statement will become a "living document" for all students and staff.
Sep-15	Jun-16	The building administration and SLT team will provide more parent/ family outreach programs. I.e. parent university, community fair
Sep-15	Jun-16	Teachers will obtain better understanding of how to use data to effectively inform instruction through professional development opportunities.

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:		
B2. HEDI Rating Source:		
B3. HEDI Rating Date:		
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 building administration will ensure that a systematic plan exists for the quality implementation of rigorous Common Core learning standards curricula that is monitored, aligned and adapted to meet the needs of the 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.		100% of the staff will participate in a minimum of 15 hours of Common Core professional development throughout the year. During weekly PLCs horizontal and vertical collaboration staff will analyze formative and summative assessment data to plan and implement best instructional practices.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Teacher Attendance at Professional Development Meeting Agendas Common Assessment Student Data (iReady, Dibels, etc)
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-15	Jun-16	The building administration will continue to provide training and support for implementation of NYS P-12 CCLS facilitated by BOCES and district office.
Sep-15	Jun-16	All staff will utilize an accountability worksheet to be used during common planning time.
Sep-15	Jun-16	Staff will continue to differentiate instruction including leveled reading groups.
Sep-15	Jun-16	Staff will promote higher-order thinking skills so that students are reflective and analytical as observed in their speaking and writing.
Sep-15	Jun-16	All staff will collaboratively plan during level PLCs to implement rigorous instruction.
Sep-15	Jun-16	The building administration will continue to provide targeted opportunities for collaboration and planning between classroom, support, ENL and specialist staff.
Sep-15	Jun-16	Quarterly skills common assessments will inform teachers, specialists, and administrators as to which students are in need of additional support.
Sep-15	Jun-16	The building administration will continue an afterschool program based on student needs using differentiated small group instruction.
Sep-15	Jun-16	Students will continue to demonstrate ownership of their own learning in small and whole group discussions and in writing by articulating with higher-level vocabulary through classroom, administrative and district challenges. I.e.. Reading challenge, math bee, spelling bee, and writing contests, etc.

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:		
B2. HEDI Rating Source:		
B3. HEDI Rating Date:		
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.		Support will be provided to instructional staff by district technology department, school support staff, ENL staff and SPED staff to efficiently collect and organize student data so that modifications and differentiated strategies can be implemented in small groups in a timely manner.
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.		All staff will analyze student data in order to make decisions regarding the implementation of strategies and engaging lessons that will lead to the reduction of gaps in student learning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Common Assessment Student Data (iReady, Dibels, etc) RTI Referral Forms
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-15	Jun-16	Teachers will utilize data from common assessments quarterly (for example I Ready, Dibels, ELA and Math Module) when establishing student learning outcomes.
Sep-15	Jun-16	Classroom teachers will distribute common diagnostic assessment results to all personnel assisting in student instruction quarterly.
Sep-15	Jun-16	Teachers will use student assessment data to provide equal access to appropriate instruction.
Sep-15	Jun-16	Teachers will implement small group interventions based upon data, observation, and self-reflection.
Sep-15	Jun-16	Teachers will use quizzes, exit tickets and observations as a means for data collection.
Sep-15	Jun-16	Teacher will utilize collected data to modify instruction for students in small groups.
Sep-15	Jun-16	Teachers will guide students to become accountable for their learning through the explanation of rubrics and learning targets.

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:		
B2. HEDI Rating Source:		
B3. HEDI Rating Date:		
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.		Create an atmosphere where the entire school community provides opportunities for students to have open dialogue for personal feelings related to home, school and social issues. Students need to have a voice within the school which will enhance educational and social decision making.
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.		Provide mentoring and counseling to all students who are identified through the PBIS process as "at risk", emotionally and socially, which will be measured by student data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Bullying Incidents
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	Oct-15	PBIS Committee will mentor and provide demo lessons to the classroom teacher in order to implement the PBIS initiatives.
Sep-15	Jun-16	Safety Committee comprised of administration, teachers, custodians, security, lunch monitors, parents, and students will continue to meet regularly to provide recommendations to identify and resolve safety issues.
Sep-15	Oct-15	School Safety Committee will consult with local police and fire departments for a school safety and emergency plans and protocols.
Sep-15	Jun-16	The School Safety Team and PBIS Committee will update safety and behavior protocols.
Sep-15	Jun-16	Health and school safety procedures will be reviewed and followed by all staff regularly.
Sep-15	Jun-16	Teachers will complete PBIS referral forms to provide data on students' social-emotional well-being.
Sep-15	Jun-16	PBIS Committee will provide strategies and individualized assistance to all instructional and support staff to effectively address student academic and social-emotional well-being.
Sep-15	Jun-16	School social worker and guidance counselor will train responsible students for peer mediation.
Sep-15	Jun-16	Teachers will provide small group conferencing with adult supervision to provide and encourage social and emotional support.
Sep-15	Jun-16	The PBIS Team will further develop the initiative "Columbus CARES".
Sep-15	Jun-16	All teachers will utilize the daily planned PBIS instruction and discussion in classes PreK to 6th grade.
Sep-15	Jun-16	Provide parent education on social and emotional needs during Parent University includes PreK-6th grade.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.	
B1. HEDI Rating:			
B2. HEDI Rating Source:			
B3. HEDI Rating Date:			
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.		In partnership with the PTA, we will increase and strengthen the connection between home and school with a mutual interest in student growth and success.	
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.		To provide various avenues for parent support and engagement with the school through informative meetings, social events, parent education classes and a parent space in the school. Parents will have a shared place, voice and value in the education of their child.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Parent Attendance at Workshops Parent Participation in District/School Surveys Meeting Agendas	
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	Nov-15	The SLT Team will restructure the schedule for Meet and Greet and Parent Involvement Day.	
Sep-15	Jun-16	The ENL will provide written and oral communication in English and Spanish when possible.	
Sep-15	Oct-15	The PTA, administration and classroom teachers will recruit Class Parents to assist in communicating class and school needs to the families and community.	
Sep-15	Jun-16	Staff will utilize student volunteers at school activities.	
Sep-15	Jun-16	The staff will regularly update website to feature calendar events, links to resources, etc.	
Sep-15	Jun-16	The school technology liaison will support teachers in creating grade level or department web pages.	
Sep-15	Jun-16	All staff will utilize more technology to communicate school events through website, email, K-12 alert, etc.	
Sep-15	Jun-16	Principal will work with the PTA to provide monthly parent workshops.	
Sep-15	Jun-16	The SLT team conduct surveys to determine the parents' interests in regards to educational needs.	
Sep-15	Jun-16	The PTA and SLT Team will contact and schedule a variety of community resource members to present during parent workshops.	
Sep-15	Jun-16	Teachers will regularly provide parents with their child's academic data during parent conferences and interim reports.	
Sep-15	Jun-16	The school will provide a parent workshop, including a Spanish-speaking interpreter, to aid in the understanding of their child's academic data.	
Sep-15	Jun-16	The PTA will revamp their space to include school store and parent resources in multiple languages.	
Sep-15	Jun-16	The SLT Team will add monthly engaging social opportunities for families such as family picnic, Saturday clean up, dances, tea, ice cream social, pj night or parent/ child date night.	
Sep-15	Jun-16	The school will provide community service opportunities for students to foster kind acts.	

Sep-15	Sep-15	School Leader will provide all students with agenda books for school to home connection.