LEA Name:	Cincinnatus CSD
LEA BEDS Code:	110101040001
School Name:	Cincinnatus Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Brittanie Gibbons	**Title**	Director of Special Education
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Website for Published Plan	www.cc.cnyric.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	Steven V. Hubbard	Steven V. Hubbard	7-21-16
President, B.O.E. / Chancellor or Chancellor's Designee	Margaret D Per.	Margaret D Per.	7-21-16

Statement of Assurances

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

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
X	2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
X	3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
X	4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
X	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
X	6.Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
April 11, 2016	School Conference Room		
June 15, 2016	School Conference Room		
July 6, 2016	District Conference Room		

Name	Title / Organization	Signature
Cathy Aitchison	School Social Worker	Cathy Aitchison, LCSW
Teresa Dann	Special Education Teacher	Teresa Dann
Patricia Diaz	AIS Teacher	Patricia Diaz
Rebecca Gardner	General Education Teacher	Rebecca Gardner
Linda Laudig	~~Director of Special Education~~ General Education Teacher	Linda M. Laudig
Chrystal Loomis	General Education Teacher	Chrystal Loomis
Heidi McMahon	General Education Teacher	Heidi McMahon
	General Education Teacher	
Siobhan O'Hora	SEIS, OCM BOCES	Siobhan O'Hora
Lisa Schuyler	General Education Teacher	Lisa Schuyler
Shelley Warnow	Common Core Consultant, Cincinnatus Central School	Shelley Warnow
Lorri Whiteman	UPK-6 Principal	Lorri Whiteman
Brittanie Gibbons	Director of Sped.	Brittanie Gibbons

School Information Sheet

School Information Sheet											
Grade Configuration	UPK-6	Total Student Enrollment	364	% Title I Population	29%	% Attendance Rate	95%				
% of Students Eligible for Free Lunch	49.60%	% of Students Eligible for Reduced-Price	8.60%	% of Limited English Proficient Students	0%	% of Students with Disabilities	18%				

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	0%	% Hispanic or Latino	1%	% Asian, Native Hawaiian / Other Pacific Islander	0%	% White	98%	% Multi-Racial	1%

School Personnel							
Years Principal Assigned to School	9 Months	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	2
% 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	9%	Average # of Teacher Absences	10.45

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	X	SIG 1003(a) Recipient	X	SIG 1003(g) Recipient	
Identification for ELA?	yes	Identification for Math?	yes	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	21%	Math Performance at Level 3 and Level 4	41%	Science Performance at Level 3 and Level 4	89%	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
X	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

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

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

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

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).

• 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.

In developing the CURRENT YEAR'S plan:

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

1. A computerized tool will be created that will monitor non-evaluative walkthroughs, providing feedback to staff. , 2. A computerized tool for curriculum development and mapping scope and sequence will be created and curriculum will be written, using this tool. 3. Learning targets will be visible in all classrooms, for all lessons. 4. CARES program will be developing and presenting SEDH lessons in monthly assemblies., 5. Mid-marking period progress reports will be developed and distributed at 15, 25, and 35 week marks.

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

According to the 2014-2015 school report card, white students were identified in ELA and Math; therefore white students will be targeted. Economically disadvantaged students will be targeted as well. In particular, students who earned 1's and 2's and NYS 3-8 assessments will be targeted. Identified needs through IIT review will also be targeted: walkthrough tool, learning targets posted, SEDH curriculum, and progress reports.

• 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.

Cincinnatus Central School: Striving to meet children's needs, awaken their minds, and touch their hearts. As a community dedicated to ongoing learning, we embrace educational practices that engage students, foster collaboration and innovation, and promote creative and independent thinking. Our graduates will be competent and compassionate individuals, responsible for themselves and their community, and committed to making a positive and dynamic impact on our world. Cincinnatus elementary will provide a nurturing environment that is responsive to all student needs, driven by data analysis, action planning, and a culture that is responsive to the community as evidenced by increase in ELA proficient scores on NYS assessments from 21% to 26% and Math proficient scores on NYS assessments from 41% to 46%.

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

White Students- increase ELA and Math 3-8 assessment performance by 5%

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

Instructional walkthroughs, curriculum mapping and development, CARES program, and progress monitoring. All school activities, meetings, and professional development will be focused on achieving SCEP goals.

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

Lack of Curriculum Coordinator

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

In-house, district, and consultant based professional development will address Tenet 3 and Tenet 4. School leaders will be provided professional development regarding conducting and using instructional walkthroughs to affect learning. The CARES team will provide support monthly in order to prepare teachers for monthly lessons at CARES assemblies. Parents will be provided education regarding how to read student progress reports and use the reports to help their children at home.

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

Opening of school faculty meetings, Open House, Teacher Handbook, faculty meetings, PDP meetings, Student Achievement committee meetings, Writing and math committee meetings, instructional walkthroughs, grade level meetings, data meetings, kindergarten orientation, PTO meetings, parent meetings, and monthly CARES assemblies.

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

Communication from elementary office will include SCEP goals, suggested academic supports, academic activities and CCLS. The plan will be shared on the school website, Open House night, Title I parent meeting, and through school newsletter.

• 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.

UPK and Kindergarten teachers work collaboratively in organizing information regarding the Kindergarten ELA and Math Common Core curriculum. Curriculum is shared at Kindergarten orientation with families. Students have the opportunity to visit Kindergarten classroom in May of each school year as well as prior to the school year starting.

Re-Identified Focus Schools

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

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) beginning no later than the 2016-17 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or

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

1. Identify the Turnaround Principle the school is choosing to implement.

2. Describe the schools plan for intensive implementation of the identified principle. As part of the response

3. Describe the plan for oversight of the implementation of the identified principle.

Priority Schools: Whole School Reform Model

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

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

http://www.p12.nysed.gov/accountability/forms.html

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 15-16 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2015-16 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2015-16 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2015-16 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

F. Meeting the Needs of Unique Populations: **Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.**

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: **Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack therof that have occurred since the 2015-16 plan.**

B. Staffing, Human Resources, and Work Conditions: **Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 15-16 plan.**

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE)

1. Describe the schedule that will result in implementation of a whole school reform model no later than the 2018-

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

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

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

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

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

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

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

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

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

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

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

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	**Tenet 2**	**Tenet 3**	**Tenet 4**	**Tenet 5**	**Tenet 6**
Student Growth Percentile for Low-Income Students					
Student Average Daily Attendance				Y	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				Y	
Student Discipline Referrals				Y	
Student Truancy Rate				Y	
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development		Y	Y		
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					
Grade Level/Data Team Agendas and Minutes		Y	Y		
Program Adopted for Curriculum Development		Y			
Student Performance on Winter Benchmarking			Y		
Non-evaluative Walkthrough Data			Y		
Bucket Filling Program				Y	
Mid-marking period template					Y
Walkthrough Template	Y				
Walkthrough Data	Y				

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	**Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.**
B1. Most Recent DTSDE Review Date:	May 24-26, 2016
B2. DTSDE Review Type:	IIT

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.	During the IIT review conducted in May 2016 a need was identified for the use of consistent instructional practices including, visible learning targets, checks for understanding, differentiation, and open-ended questions that encourage higher level thinking, to be incorporated in all classrooms that are observable, regularly monitored and analyzed to identify trends and adjust professional development in order to ensure high academic outcomes for all students, including the economically disadvantaged subgroup.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By September 2016, administrators and supervisors will develop a calendar for classroom walkthroughs and during the 2016-2017 school year complete a minimum of 10 walkthroughs per week providing teachers feedback on the use of visible learning targets, checks for understanding, differentiation, and open-ended questions that encourage higher level thinking.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk Through Data, Student growth percentile for low income students, Student performance on winter benchmarking

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.**
Jul-16	Sep-16	During the summer of 2016, the building principal will develop a schedule for classroom walkthroughs to check for the use of visible learning targets, checks for understanding, differentiation and open ended questions.
Jul-16	Aug-16	During the summer of 2016, the administrative team will develop a computerized walkthrough tool that monitors the use of visible learning targets, checks for understanding, differentiation and open ended questions that encourage higher level thinking to provide timely, actionable feedback to staff so that they are implementing lessons that include the four identified instructional strategies.
Sep-16	Sep-16	The building leader will communicate the template format as well as purpose of the formative classroom walkthroughs to all staff to ensure that staff gains and understand of the purpose of walkthroughs in supporting instructional practices.
Sep-16	Jun-17	Principals and supervisors will provide feedback from the classroom walkthroughs to faculty and staff within 48 hours via email template to promote growth producing, actionable, feedback on learning targets, checks for understanding, differentiation and open ended questions that encourage higher level thinking in order to increase the relevance and rigor of instruction for all students.
Oct-16	Jun-17	The Building Principal and supervisors will regularly analyze results of walkthroughs and discuss with staff at monthly faculty meetings in order to communicate building trends and guide professional development to staff as needed.

16-Oct	Jun-17	The Building Principal will share trend data with the professional development planning committee and Superintendent to inform and design professional development opportunities to increase the capacity for all staff to plan lessons that include visible learning targets, checks for understanding, differentiation, and open-ended questions that encourage higher level thinking for all students.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	**Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.**
B1. Most Recent DTSDE Review Date:	May 24-26, 2016
B2. DTSDE Review Type:	IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the IIT review that was held May 2016, reviewers identified an inconsistent alignment of curriculum to the Common Core Learning Standards (CCLS) and that there is an inconsistent system of the use of data to inform instruction, including differentiation to meet the instructional needs of all students in the classroom. There is a need for a system to measure the rigor and relevance of what is being taught and its alignment to the Common Core Learning Standards that is resulting in growth for all students, including economically disadvantaged students.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During the summer of 2016, the Building Teacher Leadership Team in collaboration with the Building Principal and supervisors will investigate and choose a program to develop curriculum maps for ELA and Math that includes units of study, CCLS standards, essential questions, assessment strategies, learning experiences, materials and resources, and common formative assessments for implementation in the 2016-2017 school year by all core area teachers. By the end of the 2016-2017 school, teachers will have created K-6 curriculum maps that are horizontally aligned.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Grade Level/Data Team Agendas and Minutes Program Adopted for Curriculum Development

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date: Identify the projected end date for each activity.**	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**
Jul-16	Aug-16	School teacher leaders, building principal, and Director of Special Education will work in collaboration during the Summer of 2016 to investigate computer programs for curriculum mapping for implementation during the 2016-2017 school year which when monitored will ensure that all teachers are using curriculum aligned to the CCLS.
Aug-16	Aug-16	The committee will make a recommendation to the Superintendent for a computer program used by all teachers to map their content to CCLS, develop curriculum maps for ELA and Math that includes units of study, CCLS standards, essential questions, assessment strategies, learning experiences, materials and resources, and common formative assessments.
Sep-16	Sep-16	During the month of September, the committee will communicate the curriculum mapping program with the K-6 faculty and staff, including the purpose of the template and intended roll out of implementation for the program in order for all staff to understand the expectations for curriculum mapping for the purpose of ensuring that a viable curriculum is developed that is aligned to the CCLS.
Sep-16	Jun-17	During the 2016-2017 school year all grade level teams will input curriculum into the adopted curriculum program template, in order to develop a curriculum map for their grade level that is aligned to CCLS and guarantees all students in grades K-6 will have access to a viable, rigorous and relevant curriculum.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	**Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent**
B1. Most Recent DTSDE Review Date:	May 24-26, 2016
B2. DTSDE Review Type:	IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the IIT review that was conducted in May 2016, reviewers identified a need for consistent implementation of research-based instructional practices in classrooms including checks for understanding and the use of developmentally appropriate learning targets that should be displayed in each classroom and explained to students so that they have a clear understanding of the essential skills being taught and are better able to engage in self assessment of their learning.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By October 1, 2016, all staff will have a clear understanding of what a learning target is and how to use targets that are developmentally appropriate in their classrooms so that students are better able to understand the purpose of each lesson and self assess their progress towards understanding the purpose. The expectation is that all classrooms will have daily learning targets that will be posted in classrooms for all ELA and math lessons beginning November 15, 2016.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Grade Level/Data Team Agendas and Minutes Student Performance on Winter Benchmarking

E1. Start Date: Identify the projected start date for each activity.		**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**
Sep-16	Sep-16	The Building Principal, in collaboration with the Director of Special Education, will schedule professional development for all teachers prior to October 2016 so that there is consistent use of learning targets in every classroom.
Sep-16	Jun-17	The Building Principal in collaboration with the Director of Special Education, will arrange for consultants to provide ongoing professional development to teachers on how to develop student-friendly learning targets, deconstruct them with students to ensure understanding of the expected learning objectives so that students experience consistent, high levels of engagement, thinking and achievement.
Sep-16	Jun-17	The Building Principal will conduct classroom walk throughs regularly to provide feedback to teachers on student friendly, standards-based learning targets so that all students are able to access their progress of the learning and experience consistent high levels of engagement, thinking and achievement.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	**Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.**
B1. Most Recent DTSDE Review Date:	May 24-26, 2016
B2. DTSDE Review Type:	IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the IIT review that was held in May 2016, there are patterns or pockets of behavior towards some students that show lack of empathy, professionalism, or care towards their social emotional developmental health (SEDH). There is a need for a consistent, research based program or curriculum to promote the teaching of students' SEDH needs in order to ensure all SEDH needs are being addressed.

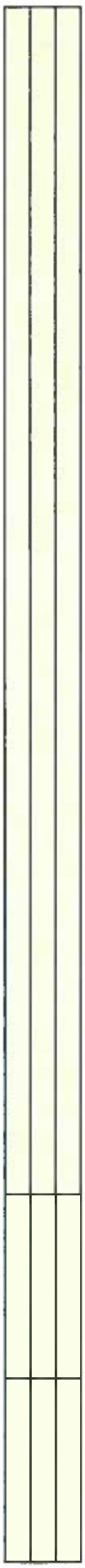
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During the Summer of 2016, the CARES (Cooperation, assertion, responsibility, empathy, self control) committee will identify, promote, and support student social emotional developmental health, by building upon, redefining guidelines and create consistent lessons that will include all UPK-6 classrooms for the CARES program.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

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.**
Jul-16	Aug-16	CARES committee will meet over Summer 2016 to create a minimum of 5 lessons that will be presented to all UPK-6 students at least five times per year during an assembly to teach information regarding building healthy relationships.
Jul-16	Aug-16	Prior to September 2016, the CARES committee will develop an assembly schedule for the 2016-2017 school year to teach all students lessons on building and supporting healthy relationships.
Sep-16	Sep-16	Prior to October 2016, the CARES committee will communicate with all UPK-6 staff to inform them of assembly schedule and lesson purpose for each assembly.
Sep-16	Jun-17	The Building Principal will gather discipline data (discipline referrals etc.) as it relates to data gathered from bucket filling and communicate the data to all staff in order to evaluate the buildings effectiveness in meeting social emotional developmental health needs of all students.
Sep-16	Nov-16	Prior to December 2017, the CARES committee will meet to evaluate current lessons, including "bucket filling" program being taught in order to determine existing gaps and design new lessons to fill in the gaps.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	**The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.**
B1. Most Recent DTSDE Review Date:	May 24-26, 2016
B2. DTSDE Review Type:	IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the IIT review in May 2016, reviewers noted that there is inconsistent communication about how students are progressing towards learning in between grade reporting periods. There is a need for teachers to engage in consistent communication with families regarding students progress at the mid marking period for grades K-4 that informs parents of their children's progress, areas of concern, and strategies for families to use at home to ensure partnerships are formed that shares the responsibility for student progress.

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.	Prior to week 15 of school, the Building Principal will work collaboratively with the Building Teacher Leadership Team to develop a form that will include students current progress, a comment regarding how student is progressing toward learning goals, any areas of concern, and what families can do to help their child at home.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Mid-marking period template

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.**
Jul-16	Aug-16	During Summer of 2016, the Building Principal will work with the Building Teacher Leadership Team to design a template for mid-mark parent communication in order to build partnerships with families to foster shared responsibility for student learning.
Jul-16	Aug-16	During the summer of 2016, the Building Principal will organize and implement a parent information night to inform parents about the mid-marking period report and the importance of partnering with their students teacher to ensure high levels of achievement for their children.
Sep-16	Dec-16	During the fall of 2016, the Building Teacher Leadership team will communicate design of the template and process, including due dates for marks, regarding the reports to all teachers to build understanding of the template and importance of this method of communication for building relationships with families.
Nov-16	Nov-16	During parent teacher conferences in November 2016, teachers will communicate to parents how to read and understand the reports in order that families can help their children reach high levels of achievement.
Sep-16	Jun-17	The Building Principal will include Information regarding the reports in the Lion's Roar Newsletter, teacher newsletters, and PTO meetings to ensure a consistent understanding of the importance of school/home partnerships in ensuring high levels of student achievement.