

LEA Name:	Hempstead School District
LEA BEDS Code:	280201030002
School Name:	David Paterson School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Fadhilika Atiba-Weza	
President, B.O.E. / Chancellor or Chancellor's Designee		Mrs. Maribel Touré	

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers

2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Information Sheet

School Information Sheet							
Grade Configuration	1-5	Total Student Enrollment	589	% Title I Population	88%	% Attendance Rate	91%
% of Students Eligible for Free Lunch		% of Students Eligible for Reduced-Price		% of Limited English Proficient Students		% of Students with Disabilities	

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	1%	% Black or African American	35%	% Hispanic or Latino	59%	% Asian, Native Hawaiian / Other Pacific Islander	2%	% White	1%	% Multi-Racial	2%

School Personnel							
Years Principal Assigned to School	4	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1
% 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	1.5

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	N/A	Identification for Math?	N/A	Identification for Science?	N/A	Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	N/A	Math Performance at Level 3 and Level 4	N/A	Science Performance at Level 3 and Level 4	N/A	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			
N/A	American Indian or Alaska Native	N/A	Black or African American
N/A	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
N/A	White	N/A	Multi-Racial
N/A	Students with Disabilities	N/A	Limited English Proficient
N/A	Economically Disadvantaged		

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

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

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
N/A	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).

Student achievement as identified by the end of the year NWEA data and percentages of students that met their target. ELL students and students with IEPs met their target at a rate of 66% combined.

- 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.

For Tenet 3- we created Benchmark Exams and Pre and Post assessments to monitor student achievement toward their goals. This was done based on results of Running records and end of module assessments. For Tenet 5-We adjusted the manner in which we implemented PBIS as we used data to monitor the number of incidence. Due to the high level of incidents we added a bucket filler and other strategies for Character Education to reduce the number of infractions that took place during the day by 20%

In developing the **CURRENT YEAR'S** plan:

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

One major thing that we will be doing differently is having teachers use Pre & Post data for ELA and Math to set goals and enhance the teacher feedback given to students by making it more targeted. Feedback will be a major component as we will begin to analyze feedback from multiple points: Administration- Teacher. Teacher- Student, Parent- Student, Teacher- Parent, and Student- Student. The plan for extended Wednesdays will be to have teachers collaborating, looking at data vertically and addressing areas of weakness that are consistent in multiple grade levels. We will include the social emotional component that will be inclusive of looking at student attendance rate and other factors that are hindering academic achievement and attempt to address both issues. Communication between the teacher and school clinicians will continue to be important as we strive for academic excellence.

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

Administration will focus on communicating school wide goals and establishing points of communication to inform all stakeholders of student progress toward SMART goals throughout the year. Data that will be used are Preassessments and Post -Assessments along with data from Aimes Web or the progress monitoring tool used to identify student growth building wide. We will also look to establish a better PBIS system that begins with analyzing our actions and how the social emotional needs of students will be addressed in order to improve academic progress of these students. We will also be increasing the opportunities we offer parents to engage with the school to enhance their understanding of the expectations for academia at home to support student achievement.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The guiding principles of the school will be to promote a learning environment that promotes both intellectual growth and social emotional well being of students. In order for our students to progress academically we have to address their social and emotional concerns prior to any learning that we expect to take place. In the past years I realized that teachers have a difficult time with this concept as we spend a lot of time discussing what impedes learning rather than addressing it in our everyday actions. To alleviate this we will complete a book study on teaching students in poverty and how to alleviate those barriers through our strategies and practices. We will also identify a school wide definition for engagement, and rigor and look for evidence of how it is being implemented during instruction. During professional development we will inform staff of our findings from walkthrough and observations building wide. We will also focus on strategies for instruction during our professional development in an effort to enhance the quality of rigor and student engagement through strategies for differentiated instruction.

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

Being that we operate on a growth model it will be expected that all students progress one level based on NWEA data and pre and post data. Aimes Webb used will also be used to analyze student progress throughout the year and it will be expected that students identified in sub groups will improve a minimum of one grade level from Sept 2016- June 2017. Baseline data will be analyzed and triangulated with other forms of data to get a true idea of where students are at the beginning of the year. For state assessments students at Level 1H will be expected move to Level 2 and Level 2H students will move to Level 3, and students at Level 3H will move to Level 4.

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

For the 16-17 school year students will eat breakfast in the classroom. From 8:30a.m. - 9:00 a.m. teachers will have the opportunity to use rituals and routines including addressing the social emotional needs of students during this time. This time will be designated to meet with their class and discuss the academic plan for the day and address any social and emotional concerns observed in preparation for the day. Administration will also have Lunch and Learn with staff throughout the year. Administration will identify main areas of concern based on the state data and develop a central focus of specific standards that students struggle with based on the trends of the data. We will then monitor student progress **across all grade levels?** in these particular strands and inform the staff of how students are progressing based on the progress monitoring data. Lesson plans will be collected and walkthrough will be performed weekly with a central focus that is identified on the Week at A Glance. Feedback on student engagement, differentiated instruction, and group work will be given to teachers expeditiously so that they will have the opportunity to make adjustments based on the feedback given.

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

A few barriers that will impede progress are adequate time to address all topics that need to be discussed during professional development and PLC meetings. Administration will do a book study on instructional strategies as well as teaching students in poverty. I do realize that trying to look at data and having staff meet vertically and with support staff along with the initiatives aforementioned will call for a lot of time being spent on collaboration.

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

Professional development will be provided in the following manner. **Growth Mindset**- to inform the staff of how our thoughts dictate our actions and to use that as a guide to how we handle all circumstances. **Teaching students of Poverty** will also be included to give teachers more insight on what factors these students deal with and how we can best support their needs on a daily basis both academically and their social emotional needs of our student population. **Student Engagement and Rigor**- Data was analyzed for the 15-16 school year the evaluations reflected that a lot of teachers finished developing for the standard that addresses Engaging Students, and Differentiates Instruction on the NYSUT rubric. It is important that we discuss what effective and highly effective in Engages students, and differentiates instruction look like in these areas and it is reflected during instruction. **Unpacking the Standards** and looking at videos of instruction to see what these areas look like in action and identifying common trends in our practice both Positive and Areas in Need of Improvement and discuss next steps.

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

Communication between staff and the community will strengthen by having increased opportunities of engagement. Student Of The Month and other ceremonies will be switched from during the school day to the evening. The web site will be updated more frequently to reflect current school initiatives. Parent Calendar, Weekly memorandums, Coffee with the Principal, Newsletters, and Parent Learning Walks to expose parent to in the moment teaching and learning that takes place during the day.

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

The SCEP plan will be posted on the school website, the SCEP plan will be discussed with stakeholders at a parent meeting early in the school year. Hard copies of the plan will be kept in the office for any parent or stakeholder that request a copy. Goals will be available in English and Spanish.

- 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.

In the month of June 2016 the principal of Prospect school schedules articulation meetings with all schools to discuss incoming 1st grade students. This meeting was attended by 1st grade staff for the 16-17 school year. An orientation will be held in August for incoming 1st grade students to assist with the transition to elementary school. The cumulative folders from incoming 1st grade students will be viewed and supports will put in place based on the data. Early intervention, curriculum aligned to meet the needs of incoming 1st grade students, Open House will be held in September, and parent teacher conference will be held 3 times during the 16-17 school year. Support staff will be attendance for Open House, and Parent Teacher conferences.

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2014-2015 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

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.

- ~~Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;~~
- Using data to inform instruction and for continuous improvement, as well as by providing time for collaboration on the use of data;
- Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- Providing ongoing mechanisms for family and community engagement.

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

October 2016-April 2017/ To use Pre& Post test data from the Units of Study and Engage NY Math Modules to identify specific gaps and trends. This data will be used to create instructional action plan for each student , class, and grade targeting specific sub-groups. October 2016 - May 2017/ A data template will be used during grade level PLC to target the data of sub groups and plan scaffolded activities. October 2016- April 2017 Administration will have quarterly data meetings with staff to discuss student progress. September 2016- May 2017/ Opportunities for Parent Engagement will increase by 100% as we will have Student of The Month

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

October 2016-April 2017/ To use Pre& post test data from the Units of Study and Engage NY Math Modules to identify specific gaps and trends. This data will be used to create instructional action plan for each student , class, and grade targeting specific sub-groups. Personnel responsible for implementing and overseeing: Grades 1-5 Classroom Teachers, Administration. October 2016 - May 2017/ A data template will be used during grade level PLC to target the data of sub-groups and plan scaffolded activities. Personnel responsible for implementing and overseeing: Grade level leaders, Administration. October 2016- April 2017 Administration will have quarterly data meetings with staff to discuss student progress. Personnel responsible for implementing and overseeing: Administration. September 2016- May 2017/ Opportunities for Parent Engagement will increase by 100% as we will have Student of The Month Ceremony at night as opposed to

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 thereof 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

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

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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.

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:	1/22/2016
B2. DTSDE Review Type:	State Review

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.	(DTSDE feedback from review on 1-22-16) To enhance communication between grade level leaders and administration to debrief academic initiatives and responsibilities, and to update each other and staff on progress developments within the school as part of an ongoing effort to improve student achievement.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By May 2017, 100% of teachers will use observation, lesson plan walk-through feedback, to adjust instructional practices and strategies that align with Common Core standard and curriculum to meet the needs of all students. The evidence will be a 15% increase in student achievement on NWEA and State Assessments
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<p>a. Student Growth Percentile for Low Income Students: Student achievement indicated on: Pre& Post Data, AimsWeb Progress monitoring tool Instructional Practices indicated by: Walk-through data, grade level agendas and minutes, lesson plan data</p> <p>b. Teachers Rated as Effective and Highly Effective: Administration Feedback indicated by- Observation and walk-through feedback, lesson plan feedback</p>

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.
Oct-16	Jun-17	School leaders will survey the teachers and staff during professional development quarterly to identify the needs of staff. Teachers will be sent to PDs according to their needs from the survey. Impact: School improvement and teacher practice.
Sep-16	Jun-17	School leaders will meet with grade level leaders bi-weekly to share data and instructional strategies that they will disperse at grade level meetings. Grade level leaders will receive items to be included on the agenda by administration in advance. Impact: Administration and staff are held accountable for continuous school improvement.
Oct-16	Jun-17	School leaders and data team will create a data chart quarterly to monitor goals and activities to positively impact overall school improvement. (Ex:NWEA assessment, Running Record data, classroom visits, walk-through data, lesson plan data, observation data, AIMSweb data) Impact: Administration and staff are held accountable for continuous school improvement.
16-Oct	16-May	Administration will give overall feedback to staff monthly regarding what they observe instructionally and how we are supporting the social emotional needs of our student population during professional development and faculty meetings. Impact: Administration and staff are held accountable for continuous school improvement.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	22-Jan-16
B2. DTSDE Review Type:	State Review

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.	(DTSDE feedback from review on 1-22-16) Teachers are not making adaptations to the curriculum, and lesson plans in order to meet the needs of all subgroups, e.g. IEP, SWD, ELLs.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	100% of staff will incorporate strategies in their instructional practices and lesson plans to address the needs of all students with scaffolded activities being clearly identified for ENL and SWD based on progress monitoring data. This will lead to a 15% increase on Pre& Post data and State Assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	a. Student Growth Percentile for Low Income Students: 100% of students will show growth based on progress monitoring data. Lesson plans will include scaffolded activities based on response to hinge questions.

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.
16-Sep	16-Nov	During the first three months of the new school year, all teachers will receive training on the progress monitoring system adopted by the school. Training will take place during either an Extended Wednesday or Professional Development Workshop arranged by school leaders. Once all teachers have been trained on system, grade level/teacher leaders will monitor the need for and provide additional ongoing support to teachers. The intended impact will be to improve student achievement through progress monitoring and adjusting curriculum lessons as needed.
16-Sep	17-Jun	Grade level leaders/school leaders will be responsible for insuring 100% of their team is using the progress monitoring data to guide conversations during weekly grade level meetings. The intended impact will be to move students who are on a level 2 to a level 3 by the end of the school year.
16-Sep	17-Jun	School leaders/teacher leaders will set a monthly non-negotiable strategy to be incorporated building wide by all staff and identified on weekly grade level agenda. The grade level leader will be responsible for insuring that their team is collaborating and focusing on the non-negotiable strategy of the month during weekly grade level meetings. The intended impact of this activity will be for teachers to identify areas of difficulty for most students and to share best practices to aid in meeting the needs of all students and subgroups to increase student achievement.
16-Oct	17-May	Teachers will include hinge questions and scaffolded activities in lesson plans as a means of adapting instruction to meet the immediate needs of students. Impact: To meet the instructional needs of all students.

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:	22-Jan-16
B2. DTSDE Review Type:	State Review

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.	(DTSDE feedback from review on 1-22-16) "Teachers will adapt materials and resources to ensure that all students have equitable access to learning. School leaders should monitor the student progress weekly to make sure that teachers adapt their instructional practices, particularly for ELLs and students with disabilities." Teachers will set goals for students by using pre and post assessments. Teachers will differentiate to meet all student's needs.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	All teachers in grades 1 and 2 will create interim assessments and teachers in grades 3, 4, and 5 will use Engageny Common Core ELA , math and Units of Study to differentiate instruction and inform organizational planning that will include student centered activities that align to CCLS which will result in a 100% of students moving up a level or meet their RIT score (ex. 2H-3L) based on interim assessments and NWEA data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	a. <u>Student Growth Percentile for Low Income Students:</u> Data from interim assessments, NWEA data, and SLOs

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.
16-Oct	Jun-17	Teachers will collect student data from several sources— standardized tests, writing samples, projects, formative assessments, teachers will collect a minimum of one per each instructional class period —and meet weekly during extended Wednesdays to analyze, interpret, and use the data to develop strategies and share best practices for differentiated instruction. The intended impact will be to create a framework for using student data to support instructional decision making. These decisions will include adjusting instruction, differentiating assignments in response to students' needs, alter classroom and student goals or objectives and modify student-grouping arrangements.
16-Oct	17-Jun	Data teams will meet monthly and four times a year with school administrators and classroom teachers to progress monitor on-going collection of data (summative & formative such as exit tickets, mid/end module & domain assessments). The intended impact will be to provide teachers with recommendations and action steps for implementation, as well as suggestions for addressing obstacles that may impede students' progress. Teachers will use the collected data quarterly for instruction, lesson adaptation, and student grouping.
16- Oct.	17-Jun	Administrators will monitor teachers monthly to ensure that instruction is being differentiated and one collaborative activity is taking place during instruction. The intended impact will be for teachers to plan how they will connect content, process, engagement and assessments that will respond to all student's needs to maximize learning.
16-Oct	17-May	Teachers will use Learning A-Z and other websites to meet the various learning needs of all students. The intended impact will be to increase make resources available to all students.

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:	22-Jan-16
B2. DTSDE Review Type:	State Review

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.	(DTSDE feedback from review on 1-22-16) "The instructional team should continue with their work reviewing and enhancing school protocols and procedures for supporting students' social and emotional developmental health needs. The school leaders should make sure that everyone in the school community, including all teachers and support staff, understands their roles in supporting students, teachers, and families.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2017 Student discipline referrals will decrease by 25 percent and planned IST referrals will increase by 25 percent.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student discipline referrals and IST 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.
16-Sep	15-Nov-16	Administrators will monitor monthly All instructional and support staff,lunch monitors and security for student intervention strategies and how to intervene with discipline and effective communication to increase student cooperation. All staff will receive a copy of the school's Positive Behavior Support Plan. Discussions will be held during extended Wednesday to increase staff understanding of reasons for students misbehavior and how to intervene with discipline and effective communication to increase student cooperation. This activity will be completed by IST team with support from administration. The intended impact: To minimize student discipline referrals.
16-Oct	16-Nov	All instructional staff will complete a uniform school wide behavior support plan readiness survey, which surveys the presence of classroom procedures and systems that support the school's positive behavior plan. IST team will support teachers with putting procedures on place. Intended Impact: To minimize student discipline referrals. Administration will monitor monthly progress
9/10/2016	10/30/2016	Administration and IST staff will put in place a system for keeping track of each crisis discipline referral sent to their attention daily. All administrative and support staff will be responsible for collecting data on the number of crisis referrals they address. One clinical support staff will produce a monthly summary of this data for school leadership and the SIP committee's review. Impact: To use actual data to evaluate the effectiveness of PBIS plan.
9/15/2016	6/15/2017	Clinical support staff will design a curriculum for building student social skills in the area of anger management, conflict resolution, decision making. Support staff (social worker & psychologist) will schedule and provide various class workshops and assemblies, and or social activities that embed social skill training, for at least 10% of the student body every quarter. Intended Impact: Empower students to make good decisions that will lead a decrease in disciplinary referrals.
11/1/2016	12/1/2016	All staff will be oriented to a behavior incentive program that uses PATERSON DOLLARS handed out to students during class, lunch time and recess time when ever they display prosocial behaviors. These prosocial behaviors will be commonly known by all students and staff and displayed in all areas of the school. Students will have the opportunity to use their Paterson dollars for prizes on a bi-weekly basis. Intended Impact: To use PBIS as positive reinforcement for rewarding positive behaviors and minimize unwarranted behaviors
10/1/2016	12/1/2016	IST staff will orient all teaching staff in the Fall to the process for referring at risk students to IST & review required RTI process for collecting data. Intended Impact: To effectively use data to make building wide decisions.

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:	1/22/2016
B2. DTSDE Review Type:	State review

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.	(DTSDE feedback from review on 1-22-16) "Explore ways that will attract parents to work in partnership with the school, hold events at local community centers, and workshops that support parent literacy skills."
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The school community will engage parents in activities that will increase the opportunities for the communication between home and school by 100% based the PTO Meeting Attendance, Bring your Parent To School ,and Coffee with the Principal attendance for 15-16 school year using the # of parents signatures by June 2017
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	a.Parent Attendance at Workshops: Parent Participation in School and District Surveys: Parent feedback from surveys, attendance at events, and parent response to Class Dojo and other means of communication regarding student progress

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.
16-Oct	17-May	Student of the Month Assemblies will take place monthly in the evening as opposed to the morning. Combined with David Paterson Chat & Chew and parent workshops to discuss student achievement data and expose parents to current standards and curriculum being taught. Assemblies will be completed by the Student of the Month Committee members along with Administration. <u>The intended impact will be to celebrate student success and increase opportunities for school staff and parents to come together to acknowledge student accomplishments while exposing parents to current curriculum and strategies to support learning at home.</u>
16-Oct	17-May	Classroom teachers and administration will give advance notice and invite parents to various school events including Bring your Parents to School Day, Coffee with the Administration, Parent Walk Through focusing on various topics inclusive of Feedback, Collaboration, and Student Engagement. Each of these initiatives will take place three times a year. Teachers and Administration will be responsible for planning and completing each activity. <u>The intended impact will be to enhance parents ability to support learning at home by exposing them to the expectations of learning during the day. Leading to increased student achievement.</u>
16-Oct	17-May	Administration will disseminate surveys to parents 3 times a year based on a Home Learning Environment. The data will be analyzed and used to plan topics for parent workshops based on the feedback. <u>The intended impact is to ensure that all parent workshops are purposeful and based on the needs of the parents.</u>
16-Sep	17-Dec	Teachers will use multiple modes of communication to inform parents of student progress and upcoming initiatives. These strategies will include email, class dojo, telephone calls, and letter home. <u>The intended impact: Increased communication between home and school</u>
16-Sep	17-May	School calendar will be created school community to inform stakeholders of all school initiatives, assessments, and parent events. <u>The intended impact is to increase the communication between the school and stakeholders.</u>