

LEA Name:	Hempstead
LEA BEDS Code:	280201030003
School Name:	Jackson Main Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Richard Brown	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 Atibs-Weza	
President, B.O.E. / Chancellor or Chancellor's Designee		Mrs. Maribel Toure	

Statement of Assurances

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

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 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

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 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.

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

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 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.

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

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 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	438	% Title I Population	100%	% Attendance Rate	95.42%
% of Students Eligible for Free Lunch	100%	% of Students Eligible for Reduced-Price	0	% of Limited English Proficient Students	57%	% of Students with Disabilities	14%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.02	% Black or African American	28	% Hispanic or Latino	62	% Asian, Native Hawaiian / Other Pacific Islander	1	% White	0.01	% Multi-Racial	0

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	0	# 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	1	Average # of Teacher Absences	22

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	x	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	x	Identification for Math?	x	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	14%	Math Performance at Level 3 and Level 4	16%	Science Performance at Level 3 and Level 4	75%	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	x	Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities	x	Limited English Proficient
	Economically Disadvantaged		

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

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

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

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).

All classroom teachers are aware of common data used in Jackson Main

- 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.

Tenet 2- All blended learning did not commence early September but did take place due to technological issues. Going forward blended learning will begin no later than mid October Tenet 3- Learning goals were shared with parents quarterly instead of monthly. Moving forward this practice will continue because the students receive their report cards quarterly. Tenet 4- All teaching staff of literacy will analyze Lexia Student Reports and Lexia Class reports on a bi-weekly basis instead of weekly . Going forward this practice will continue to ensure consistency. Tenet 5- Community members did not have a part in developing the social and emotional stability of student however some parents did. However going forward more community involvement will be encouraged.

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

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

Teacher Professional Development of Effective ways to provide feedback, collaboration and discussions on teaching students to self assess 2) Timely teacher feedback ensuring lesson plans are data driven and ensuring parent involvement for student achievement.

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

Student self and peer assessment;

- 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.

Vision: We are Learning today to be Leaders tomorrow. Guiding Principles: 3 B's (Be Respectful, Be Responsible and Be Safe) The relationship between the vision and guiding principles is to have staff parents and the community collaborate together to assist with developing the whole child academically socially and emotionally through on going parent communication, professional development and academic and instructional strategies and through social emotional student analysis, support strategies and on going academic and behavioral interventions.

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

Our overall student achievement targets are: 2% or more increase in attendance and meeting grade level expectations. Our subgroup targets are to achieve the following passing rates on the CC ELA and Math exams for each of the subgroups: African American - 2% or more- Special Education - 1% or more

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

There are a number of school structures that support the strategic implementation of the school's mission/guiding principles. These include the School Leadership Team and their role in overseeing the implementation progress of school priorities as they relate to the school's mission. Professional development in higher order thinking, data analysis formative and summative assessment for staff and students will be given at the launch of the school year and during Faculty Meetings throughout the year. Teachers will be supported by the administrator at their PLC's through collaborative activities designed to have teachers reflect on their teaching practices through the analysis of student work and sharing of best practices. (effective feedback, using rubrics.....)

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

Professional development funding is limited to a leadership team to develop and implement the work of school-wide professional growth. There is potential of needing more than the designated monthly faculty meeting and PLC meetings to support teachers. Gaining teacher buy-in at the launch of the professional development is critical.

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

A Professional development focus on school wide initiative of providing effective feedback to students and using rubrics and other tools to increase student engagement in their learning will be done through the reading of a book and teacher discussions at the beginning of the year to ensure teacher proficiency of instructional strategies that engage students, builds motivation, and increases student reflection of their learning. The principal will provide individual and grade level supports as needed.

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

Weekly memos will be given to all faculty and staff, attendance at PLC's, faculty meetings, and PTO meetings. Parent mailings in all languages will be sent home during the summer and flyers will be sent home for all school events during the school year as well as effective use of phone blasts to promote home-school communication and notifications. we will also use the internet (upon receipt of staff training from the district) and an open door parents to speak with parents

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

The 2016-17 SCEP will be distributed and discussed on opening day of the 2016-17 school year to all faculty and staff. All faculty and staff will receive a copy of the SCEP plan. PTO will hold parent involvement event in which members of the SCEP Team will review school-wide plan. Copy of the SCEP will be on the school/district website

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Sharing of students' academic records with teachers to assist kindergarten students to the elementary school - School psychologist will be responsible for early intervention and IEP discrimination

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 replaced. The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle.

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

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

Providing time for collaboration on the use of data

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

During the professional learning community time, Teachers will share data points to customize plans for student learning from Sept 2016 - May 2017. This will happen weekly and is a part of the ongoing process to collect, analyze and develop student short term and long term goals in English

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

Principal will provide time for collaboration in the schedule -Principal will attend PLCs to engage in collective inquiry to decide on the work that will most benefit the students -Principal will choose professional development opportunities that are going to benefit the teachers

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:	Mar-16
B2. DTSDE Review Type:	School Led Review with District Oversight

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.	Teachers in grades 3-5 need to develop a systematic approach towards the development and implementation of quarterly summative assessments that resemble the common core state examinations in English Language Arts and Mathematics based on results from state and local assessment data. In addition, teachers will implement a blended learning model in Mathematics to close learning gaps that encompass the Math Common Core Learning Standards in all grades based on indicator results from the NWEA local assessment. The assessments will resemble the New York State ELA and Math examinations given in 3rd through 5th grade. The assessments will include examples from the Math and English Language Arts domains in
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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, 80% of the teachers in grades 3-5 will consistently develop and administer assessments which encompass the English Language Arts and Mathematics Grade Level Performance Standards.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	The school leader will monitor student results on 3-5 th grade quarterly ela /math assessments developed during grade level professional learning communities. The creation of the ELA and Math Assessment questions will be collected, reviewed and analyzed on a quartely basis to inform instructional goals for students and to ensure instructional rigor. Monitoring of student progress and usage reports is ongoing throughout the 2016-2017 school year.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Oct-16	Oct-16	Students in all grades will receive a diagnostic evaluation in ELA and Math during the month of October 2016
Oct-16	Oct-16	All staff will receive a tutorial review on the diagnostic evaluation and analyzing classroom reports on October 5, 2016.
Oct-16	May-17	On a monthly basis, Classroom teachers will collect and analyze reports to monitor student progress.
Nov-16	May-17	3rd - 5th grade classroom teachers will share results with students and parents on a quarterly basis on quarterly assessments to support a home school connection. Meetings will be held on November 2016, February 2017, & April 2017.
Nov-16	Apr-17	Testing in the format of the New York State ELA and math tests will be administered on a quarterly basis to 3rd to 5th graders druing the months of November, February, April and June 2016 - 2017 school year.
Sep-16	Apr-17	ELA and Math Tests in the form on the NYS Assessments addressing the ELA and Math domains of learning will be created during weekly PLC meetings and administered in grade 3-5 on a quarterly basis (November - June 2016).

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:	30-Mar-16
B2. DTSDE Review Type:	School Led Review with District Oversight

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.	Teachers need to improve the ways they provide feedback to students encompassing all subgroups such as Bilingual, ENL and Special Education. Teachers also need to empower students to evaluate themselves encouraging self reflection using a tool such as a rubric. This is based on observations and walkthroughs conducted by the SCEP Leadership Team during the 2015 - 2016 school year.
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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, 80% or more of the instructional classroom teachers will demonstrate the use of effective lesson plan that are aligned with the common core learning standards which will be demonstrated by the use of effective student feedback and implement of students self assessment.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers' attendance and summary notes from PLC's Creation of teacher and student rubric to evaluate work Teachers and student can reflect on instruction and learning in order to progress. Shared results from walkthroughs and observations

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-16	Nov-16	Teachers will read the book "How to Give Effective Feedback to Your Students" by Susan M. Brookhart in order to learn better strategies of providing feedback to students. Teachers will be given 3 months to complete the reading.
Oct-16	Dec-16	A portion of monthly staff meetings and/or monthly professional developments will be used to discuss the book How to Give Effective Feedback to Your Students so that the teaching staff can discuss types of feedback strategies research has found to be important for student achievement.
Oct-16	Apr-17	During weekly PLC's teachers will discuss the ways they use effective feedback in their classrooms so that the teachers can develop a common vision and shared understanding of ways to provide good feedback to students, so that the students can be given the necessary feedback and understand where they are with their learning and what they need to do next.
Sep-16	Nov-16	Teachers will create a common language of peer assessment, self assessment and check off lists during weekly PLC's and/or weekly common planning time so that we can have a learning environment that contributes to a richer understanding of student learning and to help students self assess accurately to improve their overall performance.
Oct-16	Jun-17	At least once a week teachers will involve students in reflective self-assessment/peer assessment of learning through use of rubrics, check off list etc. This will allow students to internalize the characteristics of quality work and become better learners when they engage in deliberate thought about what they are learning and how they are learning it.

2016 November	Apr-17	Walkthroughs with the leadership team and administration targeting feedback will take place in the 1st and 3rd Quarter of the school year. This will result in improved teaching and learning and assist with developing a shared vision for teaching and learning.
Sep-16	Jun-17	Administration will review lesson plans on a monthly basis for effective classroom effective instructional practices towards student achievement.

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:	30-Mar-16
B2. DTSDE Review Type:	School Led Review with District Oversight

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.	Teachers need to improve their practice of consistently asking higher order thinking questions that support the New Bloom's Pyramid: 1) Creating 2) Evaluating 3) Analyzing 4) Applying 5) Understanding 6) Remembering. This is based on research data collected during school led walkthroughs, observations, and teacher self reflections. Teachers will use the 3 highest levels of Blooms Taxonomy to create 3 to 5 higher order thinking questions that will be implemented during instruction in all content areas. This process will continue to be noted in teachers' lesson planning and further observed through formal and informal classroom observations and walk throughs.
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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 mid June, 70 percent or more teachers will consistently incorporate and demonstrate the use of higher order thinking questions as an integral part of their oral delivery of instruction in all content areas.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers attendance at Professional Development Workshop(s) specific to developing higher order thinking questions. Lesson Planning Data. Formal and informal instructional walkthroughs. Student Average Daily Attendance

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Oct	31-Oct-16	Teachers will participate in one Higher Order Thinking Workshop to aid students in developing critical, logical, reflective, metacognitive, and creative thinking. Students will then be able to activate these skills when they encounter unfamiliar problems, uncertainties, and questions.
Oct-16	May-17	Building Principal will use monthly walk throughs and announced/unannounced observations to collect and document evidence of teachers' use of higher order questioning during instruction.
Oct-16	Jun-17	Teachers monthly lesson planning in all content areas will include well documented higher order thinking questions to provide children with opportunities to develop and practice higher-order thinking skills.
Sep-16	May-16	Teachers will collaborate in PLC'S to develop higher order thinking questions for all content areas on a monthly basis so that teachers will eventually have a bank of questions in all content areas that can be used in their lessons and lesson plans.
16-Oct	17-Apr	Teachers through explicit modeling will provide monthly activities that develop and cultivate higher order thinking. Example - asking open ended questions.

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:	30-Mar-16
B2. DTSDE Review Type:	School Led Review with District Oversight

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.	That staff needs to consistently use behavioral screeners and check in / check out to inform decisions to students' social/ emotional developmental health.
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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.	During 2016-2017 school year 80% or more of the staff will use a positive behavioral management system in the building to address all students social and emotional needs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	a) check in /check out logs b) behavioral screeners c) character education monthly activities d) professional development attendance sheets e) staff agenda Student Growth Percentile for Low-Incoming Students Student Average Daily Attendance

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-16	May-17	The uniformed behavior system will be presented by the school psychologist at the September Staff Meeting and discussed by teachers/Teaching Assistants during monthly staff meetings to provide a continuum of support for all learners.
2016 september	May-17	The students will complete at least 1 or more activities monthly using the character education word of the month to foster the development of ethical and responsible individuals by teaching them about the good values that people should have.
2016 september	May-17	Teacher and staff will watch the Peaceful Playground seminar to create a safe and positive environment during the lunch hour.
2016 september	May-17	Monthly character education activities will be compiled in each grade level during weekly PLC's or common planning time in order to assist the teachers in planning grade level appropriate multiple opportunities for students to learn about, discuss and enact positive behaviors.
2016 september	Sep-16	In September students who are identified for the Check In Check Out Program will have input in selection of their check in-check out staff member in hopes to get more success and better data by allowing students' to choose.
2016 september	May-17	Behavioral screeners will be completed for all students by classroom teachers in September in order identify students for the Check in Check Out Program.
Sep-16	May-17	75% of more teachers will attend 1 or more professional development seminars related to student/social/ emotional developmental health in order to learn more about developing the whole child and ultimately improve academic achievement.



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:	March 30 2016	
B2. DTSDE Review Type:	School led Review with District Oversight	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to provide multiple and equitable opportunities for reciprocal communication between parent and staff to increase student achievement and understanding of student needs. We will increase parent involvement with various professional developments and parent meetings on school and district policy, data analysis, academic progress and social and emotional development of students.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2017 Jackson Main will increase their parental involvement and partnerships between families, community members and staff by 5% or better to enhance student achievement, progress and needs.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Incoming Students Student Average Daily Attendance Student Suspension Rate (short term/long term)	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-16	May-17	Create a flexible calendar of events for school year 2016 -2017. This calendar will be distributed on September 12, 2016 to all parents and developed by the School Leadership Team.
Oct-16	31-Oct-16	A parent needs inventory will be generated, distributed and analyzed by School Leadership Team in order to ascertain information that will support parents in determining what their needs are as it relates to student achievement. The findings will be used to support parent and student needs. On October 17, 2016 through October 31, 2016 the survey will be distributed to all parents in their native language. Results will be shared with staff and parents in the month of November 2016. The outcome of this survey is to add events that will encourage and support parents as partners in student achievement.
22-Nov-16	26-Apr-17	A checklist with all data points (NWEA, Lexia, Reading Plus, Reading Logs, Lymboo Math, and State and District Results) will be distributed and discussed with parents to provide an understanding of student achievement in ELA and Math during the November through April Teacher Conferences 2016 -2017.
Sep-16	Jan-17	Classroom teachers and instructional specialists will provide parents with additional time for data analysis as it relates to student academic performance. From September 12, 2016 till January 31, 2017, conference times will be scheduled and recorded by classroom teachers/ instructional specialists to provide parents with academic information vital to improving student outcomes in English Language Arts, and Mathematics in all grades.
Feb-17	February 27, 2017	A follow-up survey will be developed and distributed on February 13, 2017 to all parents in their native language to ensure that communication with parents is ongoing and the instructional concerns of parents are being addressed as it relates to student achievement during the 2016 - 2017 school year. This survey will be generated, collected and analyzed on February 27, 2017 and shared with parents and staff prior to March 24, 2017.
