

LEA Name:	Syracuse City School District
LEA BEDS Code:	421800010012
School Name:	LeMoyne Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

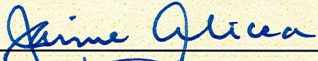

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Website for Published Plan	syracusecityschools.com/lemoyne		

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		Jaime Alicea	7/24/17
President, B.O.E. / Chancellor or Chancellor's Designee		Derrick Dorsey	7/24/17

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.

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) and §3012(d) .

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 Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
1.25.17	School Library	9.28.16	School Library
2.15.17	School Library	10.26.16	School Library
3.29.17	School Library	11.30.16	School Library
4.27.17	School Library	12.21.16	School Library
5.30.17	School Library		

Name	Title / Organization	Signature
Missa Marji	Parent	
Patricia Pelligra	SCSD Teacher-LeMoyne	
Sarah Beck	SCSD Teacher-LeMoyne	
Jennifer D'Alessandro	SCSD Teacher-LeMoyne	
Danielle Terzini	SCSD Teacher-LeMoyne	
Jackie Vercillo	SCSD Teacher-LeMoyne	
Brenda McIntosh-Clark	SCSD Teacher-LeMoyne	
Andrea Marshall	SCSD Teacher-LeMoyne	
Elizabeth Church	SCSD Teacher-LeMoyne	
Rebecca Chynoweth	SCSD Administrator-LeMoyne	
Jason Armstrong	SCSD Administrator-LeMoyne	
Michaela Clark	SCSD Teacher-LeMoyne	

School Information Sheet

School Information Sheet							
Grade Configuration	K-5	Total Student Enrollment	457	% Title I Population	65.9	% Attendance Rate	91.7
% of Students Eligible for Free Lunch	63.7	% of Students Eligible for Reduced-Price	2.2	% of Limited English Proficient Students	33.5	% of Students with Disabilities	19.7

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	1.3	% Black or African American	21.4	% Hispanic or Latino	7.7	% Asian, Native Hawaiian / Other Pacific Islander	21.7	% White	30.4	% Multi-Racial	6.6

School Personnel							
Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	4
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	2.9	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	11.4	Average # of Teacher Absences	6.49

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	No	SIG 1003(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	Yes	Identification for High School Graduation Rate?	NA
ELA Performance at Level 3 and Level 4	17.9	Math Performance at Level 3 and Level 4	21.5	Science Performance at Level 3 and Level 4	71.1	Four-Year Graduation Rate (HS Only)	NA
% of 1st Year Students Who Earned 10+ Credits (HS Only)	NA	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	NA	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	NA	Six-Year Graduation Rate (HS Only)	NA
Persistently Failing School (per Education Law 211-f)	No	Failing School (per Education Law 211-f)	No				

School Information Sheet

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

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

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	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).

Small group/differentiated instruction was done during planning and carried out during instruction . Teachers engaged in intentional planning to provide specific academic interventions and reteaching and relearning opportunities for students and themselves. The student intervention team provided student support for social-emotional needs to decrease the number of referrals and suspension as well as the need for social-emotional interventions.

- 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.

A mid-year adjustment was to do more classroom walk throughs and lesson plan reviews to determine the needs for instructional support for the teachers. The system needs to be developed more so that the timing of the walk throughs coincides with the instructional look fors we are focused on as a school. The level of instructional rigor as well as the amount of differentiated planning both increased due to these adjustments. Academic achievement of the students increased over time through the end of the school year.

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

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

Parent training and engagement, student engagement in more rigorous tasks, integrating curriculum, strategic sharing of school goals to create buy in.

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

Instructional plans being carried out in the classroom, implementation of a parent involvement plan

- 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.

LeMoynes Mission Statement

LeMoynes School students, families, and staff are a community of dedicated individuals committed to ensuring ALL children are provided with a rigorous educational program aligned to the NYS Common Core Standards. We strive to empower all children to do their personal best by realizing their potential and striving for excellence. LeMoynes students will practice their LIFESKILLS as they learn to become critical thinkers, lifelong learners, and productive members of society.

We are:

A PBIS SCHOOL – We are student centered and respectful.

DATA DRIVEN – Our focus is on the 4 – tiered pyramid, interventions, and continuous progress monitoring to drive instruction.

COLLABORATIVE – We plan as a team, sharing strategies and responsibilities for student learning. We look to integrate the Arts and Technology into our curricula.

FOCUSED – On the common core learning standards, curriculum alignment and literacy in all content areas.

ACCOUNTABLE – For respectful behavior, for team collaboration, for rigorous instruction and for student achievement.

COMMITTED – To parent and community collaboration and involvement and the success of our students.

1. Data driven –Our school needs an increase in student achievement of Black students and students with IEP's. We will analyze our data to plan and instruct with the intention of closing the achievement gap between those subgroups and the rest of the students in the school.
2. PBIS School – We will utilize our student intervention team to work with teachers and families to maintain the positive climate and culture in our building and to meet specific needs of students and families so that we can decrease the number of referrals, suspensions and needed social-emotional interventions which will lead to an increase in student achievement.
3. Collaborative/Committed – While examining the building schedule and distribution of resources, and developing a plan that increases student access to academic and behavioral interventions, we will have to demonstrate our ability to work collaboratively and creatively to come up with solutions based on previously existing resources. We will increase the number of opportunities for interdisciplinary collaboration
4. Focused/Accountable – We will use our Professional Learning Community to maintain a focus on the instructional priority and to show accountability through creating reports to be shared with committees and teams in the building.

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

Increasing the number of students at benchmark by 10% for Black students as well as students with IEP's.

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

Systematic implementation of the leading indicators will allow us to get things done that will have the intended impacts. Teams meeting and working with fidelity will produce quality results for which data can be analyzed and adjustments can be made. Regular use of the Professional Learning Community time will give teachers the information, skills and alignment they need to create the intended outcomes of our work.

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

Parent involvement is the only anticipated barrier to accomplishing our guiding principle of being collaborative. We will get more personal with families to get their input and participation in activities at the school.

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

We plan to have professional development around differentiation for MLL students because 33% of the school is made of MLL students and teachers feel they don't have the skills to address their needs effectively. We will also continue with data analysis and planning for rigorous tasks to continue to improve student achievement through the intentional and differentiated planning of the teachers.

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

Staff meetings to allow feedback from teachers, parent information sessions to allow feedback and provide information to parents, parents can call or email, we will send robocalls to keep parents informed, parents will have access to the school website and we will train them on how to use the home access center.

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

website, emailed and hard copy to parents as well as a parent meeting to present the plan.

- 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.

As the Montessori program is phased in from Pre-K through grade 5, we will achieve curriculum alignment. Procedures are in place to share records pertaining to student information and early intervention services as allowed by regulation. Joint PD and parent involvement activities are planned.

Re-Identified Focus Schools

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

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement 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) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and 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. Below provide an update on the implementation of the selected principle.

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

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

3. How will the school continue to monitor and make adjustments to implementation?

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 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 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 2016-17 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 2016-17 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 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 2016-17 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 2016-17 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 16-17 plan.

Priority Schools: Whole School Reform Model

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

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at <http://www.p12.nysed.gov/oisr/>. 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. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

2. Describe how the school selected the model identified. Identify any relevant data sources and analysis of those sources.

3. Detail a schedule of events for the 17-18 school year that will result in a fully developed plan for implementation of the selected model.

4. Describe the leading indicators that will be used to track progress against the schedule of events. Identify persons responsible for progress monitoring.

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 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

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

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

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

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

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

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

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

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

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

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

Common Leading Indicators Worksheet

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

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:	February 6-7, 2017
B2. DTSDE Review Type:	Self-Reflection 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 Leader and SLT should review and refine SMART goals to identify and address priorities. The school community should be made aware of the goals using a variety of media, such as newsletters, school assemblies, and meetings, in ways that promote staff understanding of, and responsibility for, school improvement.
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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 2018, the school leader and the leadership team will refine the system for setting, monitoring, and communicating school goals with all stakeholders resulting in 5% increase in students meeting or exceeding grade level standards and 5% decrease in the number of students at level 1 in ELA and in Math as measured by New York State Assessments (3-5) and CKLA benchmark assessments in grades K-2 . (Prevalence of non-negotiables in classrooms- 90%)
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data Collection for analysis (ANET data, STAR data, CKLA data.).
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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.
Mar-17	17-Jun	SLT will meet to revise the SMART goals based on School -Led Review outcomes
Sep-17	Jun-18	SCEP presented on website, Friday letters, posted in the school, summary sent home and presented at parent involvement events, including in languages other than English. As a result, parents will be able to support the school mission and vision.
17-Jul	Jun-18	Goals of the SCEP will be communicated to stakeholders in multiple formats . This will be monitored a minimum of quarterly. The Stakeholders will be able to understand and discuss the school goals.
17-Jul	17-Aug	Redesign the master schedule in order to allow every child the opportunity to participate in targeted academic intervention on a daily basis. This will result in improved student performance in ELA and Math.
17-Jul	17-Aug	Develop and implement a formal schedule for walkthroughs and providing feedback to staff members. Weekly feedback to teachers will result in improved
	17-Aug	LeMoyne staff and building leaders will develop and implement the community and family engagement plan resulting in more parent participation.

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:	February 6-7, 2017
B2. DTSDE Review Type:	Self-Reflection 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.	During the 2016-2017 School Review Lemoyne was given a 7 out of 10 for Tenet 3. During classroom walk-throughs it was found that there was not a preponderance of differentiated instructional strategies. Lesson plans did show evidence of planning for differentiated instruction but those plans were not carried out in the classroom as observed during the 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.	Teachers will deliver differentiated, targeted instruction that meets the needs of all students as demonstrated on multiple assessments as observed during scheduled and informal classroom walk-throughs. As a result, students who have been in regular attendance at LeMoyne, will demonstrate an improvement in skill level as demonstrated on the ANET interim assessments and STAR progress monitoring tools. There will be a 10% increase in the number of students who move to the next ability level of STAR and a 10% increase in the number of students who score on the proficient level according to ANET by June 30, 2018.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	PLC topics, lesson planning, lesson plan reviews, ANET/STAR data analysis
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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.
17-Sep	18-Jun	PLC will have differentiated instruction as a topic once per week for all teachers to participate in. Admin, coaches and teachers will own this activity. The intended impact is for teachers to plan and carry out more differentiated instructional tasks.
17-Sep	18-Jun	Lesson plan reviews will occur once per month by the admins and coaches for all teachers' ELA and Math plans in order to determine the degree of differentiated instructional strategies. The result will be instruction that meets students needs.
17-Sep	18-Jun	ANET data analysis will occur after each administration by the teachers, coaches and school leaders to determine student groups and reteach plans.
17-Sep	18-Jun	STAR data analysis will occur after each administration by the teachers, coaches and school leaders to determine student groups and reteach plans. The reteach plans will focus on gaps of performance in order to ensure that students are increasing performance against state standards.

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:	February 6-7, 2017
B2. DTSDE Review Type:	Self-Reflection 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 2016-2017 school review had LeMoyné at a level 5 out of 10 for Tenet 4. During instructional walk-throughs less than 60% of classes were doing tasks that would be considered rigorous. As a school we need to continue using the curriculum and assessments we have while providing more opportunities for students to work on rigorous tasks. We also need to have walk-throughs that are planned specifically to see what tasks students are engaged in during ELA and Math classes.
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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 November 2017, the number of classrooms engaging in rigorous tasks will increase by 15% as determined by walk-through data. As a result, all students will be engaged in rigorous tasks on a daily basis in ELA, Math and Writing which will result in their improvement on screening and assessment tools.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Professional Learning Communities focused on rigorous task creation, planning, and implementation of those tasks will occur monthly. Walk-through observational data specifically targeting tasks students are engaged in for ELA and Math will be monitored in order to determine if the number of classrooms engaged in rigorous tasks increases.

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.
17-Sep	18-Jun	PLC on engaging students in rigorous activities. Coaches, admin and teachers will lead these session, all teachers will participate in the sessions, the sessions will occur once per week. The impact will be more students engaged in rigorous activities.
17-Sep		Lesson plan reviews will take place every month. All teachers will turn in ELA and Math plans to be reviewed by admins and instructional coach. The impact will be more rigorous tasks planned for students to engage in.
17-Sep	18-Jun	Teachers will administer the STAR screenings to students 3 times. We will be able to analyze the data to plan differentiated rigorous instruction for students around specific learning needs in order to improve performance around the standards.
17-Sep	18-Jun	Teachers will administer the ANET assessments to students 3 times. We will be able to analyze the data to plan differentiated rigorous instruction for students around specific standars in ELA and Math.
17-Sep	18-Jun	Walk through data will be reviewed at monthly SLT meetings to determine if the number of classrooms engaged in rigorous tasks increases.

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:	February 6-7, 2017
B2. DTSDE Review Type:	Self-Reflection 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.	During the 2016-2017 school review Lemoyne was given a 9 out of 10 for Tenet 5. We implemented the Guardians of Equity protocol, student intervention team and the use of educator's handbook to document incidents with fidelity and showed a tremendous decrease in referrals and suspensions. Our needs are focused on the 1% of students who contribute the 90% of referrals and suspensions from self-contained special education classes.
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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 October 2017 the Equity and SIT teams will be fully functioning and using their protocols with fidelity so that students and families receive the intervention that addresses their identified needs. As a result, 5% of students will decrease referrals and suspensions and have fewer missed days of school by June 30, 2018 as measured by Educator's Handbook and attendance data provided by the Office of Shared Accountability.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	SIT and Equity team meetings, educator's handbook discipline data analysis, weekly attendance data.
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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.
17-Sep	18-Jun	The Guardians of Equity team will follow the protocol to analyze behavior, attendance and academic data monthly. The intended impact will be to decrease any disproportionality in the data by adjusting our policies, practices or beliefs that may lead to disproportionality.
17-Sep	18-Jun	Educator's Handbook data will be analyzed bi-weekly by admins and the SIT so that we can provide the needed interventions to students and families so that referrals and suspensions will decrease.
17-Sep	18-Jun	The SIT team will meet weekly with its members in order to analyze data, create behavior interventions and plans and to work with families to decrease the referrals, suspensions and social-emotional interventions needed by students.
18-Jun	18-Jun	Final data on number of referrals entered for each sub-group and attendance data for each sub-group will be compared to the 2017 data to determine effectiveness of the protocol.

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:	February 6-7, 2017
B2. DTSDE Review Type:	Self-Reflection 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 leader should identify member(s) of the school community to help plan and create a parent packet that contains, at a minimum, a welcome letter, important dates, the school schedule, and important phone numbers. The packet should include information about strategies families can use at home to support student achievement. The school leader and School Leadership Team member(s) should identify the predominant languages of families in the school and work with the district or outside translation services to create the packet in relevant languages. information about the school so that students and families have a resource to help them get information about the school and its procedures. This tenet was not rated in the 2014-
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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.	Develop and implement a Parent Involvement Plan by October of 2017 to encourage parent and community support of school goals and increase participation in family engagement events. Events will begin with and focus on instruction in order to impact the ability of the parents to assist their children at home. This will result in a 5% increase in students meeting or exceeding proficiency in ELA and Math as measured by NYS ELA and Math Assessments and final STAR administration, an 8% decrease in SIT referrals and a 5% decrease in chronic absenteeism by June of 2018.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Number of parents logging in to and utilizing the home access center will be monitored. Progress monitoring data and state assessment results of students whose parents participate in home access training and at least 1 family engagement activity will be compared to the results of the students whose parents do not participate. The number of SIT referrals and the chronic absenteeism rate for 2018 will be compared to the number of SIT referrals and chronic absenteeism rate for 2017.
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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.
17-Aug	17-Sep	The SLT will develop and conduct a needs assessment through meetings/surveys with the school community to determine what should be included in the community and family engagement plan for the 17-18 school year.
17-Aug	17-Oct	Develop the community and family engagement plan based on the needs identified in the needs assessment meetings/surveys.
17-Oct	17-Nov	Translate the community and family engagement plan into needed languages with help from the ENL department. This will increase the number of families who will have access to the plan.
17-Sep	18-Jun	Implement the community and family engagement plan in order to increase parent participation.
17-Aug	17-Sep	Schedule trainings for parent on home access center with. Communicate the training dates with newsletters, robocalls, emails and on the website as well as sending home invitations in order to maximize the numbers of families reached.
Oct-17	Dec-17	Provide training for families on the home access center.
17-Jul	18-Jun	The SLT will work with existing relationships with community agencies to develop a schedule of parent trainings they can provide that meet the needs of our families as determined by a needs assessment conducted at the beginning of the school year.
17-Oct	18-Jun	Monitor progress monitoring data monthly to make comparison between students whose parents participate and those whose parents do not to determine if the involvement of the parents in the trainings and family engagement activities impacted student academic performance.
17-Oct	18-Jun	The SIT will monitor SIT referrals monthly to make comparison between students whose parents participate and those whose parents do not to determine if the involvement of the parents in the trainings and family engagement activities impacted student social/emotional development.
18-Jun	18-Jun	School leaders and the SLT will compare the assessment results of those students whose parents participated in sessions with those students whose parents did not participate to determine if the involvement of the parents in the trainings and family engagement activities impacted student academic performance.
18-Jun	18-Jun	SIT will compare the chronic absenteeism rate to the previous years to determine if the involvement of the parents in the trainings and family engagement activities impacted student attendance in order to determine effectiveness of the family engagement plan.