

LEA Name:	Syracuse City School District
LEA BEDS Code:	421800010008
School Name:	Ed Smith PK-8

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2017-2018 School Comprehensive Education Plan (SCEP)



Contact Name	Sam Barber	Title	Principal
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Website for Published Plan	www.syracusecityschools/edward smith		

**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)
April 26, 2017	Ed Smith	8-Jun-17	Ed Smith
April 27, 2017	Ed Smith		
May 9, 2017	Ed Smith		
May 25, 2017	Ed Smith		
June 7, 2017	Ed Smith		

Name	Title / Organization	Signature
Sam Barber	Principal	
Chrisitna Louis	Adminstrative Intern	
Marshella Mason	Vice Principal	
BethAnn Smith	Instructional Coach	
Robin Young	Library Media Specialist	
Gina Petkopolous	3rd grade Special Ed teacher	
Laurie Sweeney	1st grade teacher	
Lauren Angelone	Social Worker	
Deborah O'Rourke	3rd grade teacher	
Kristine Wischell	Resource/Special Ed Teacher	
Samantha Pierce	PTO President	
Tracy Carrick	Parent	
Melody Mariani	7th grade teacher / STA Chief Rep	

### School Information Sheet

School Information Sheet							
Grade Configuration	PK-8	Total Student Enrollment	739	% Title I Population	48.8	% Attendance Rate	91.2
% of Students Eligible for Free Lunch	48.0	% of Students Eligible for Reduced-Price	0.8	% of Limited English Proficient Students	12.3	% of Students with Disabilities	23.5

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0.8	% Black or African American	45.1	% Hispanic or Latino	6.8	% Asian, Native Hawaiian / Other Pacific Islander	5.3	% White	35.5	% Multi-Racial	6.6

School Personnel							
Years Principal Assigned to School	5	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	3
% of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance)	1.7	% of Teachers Teaching Out of Certification Area	0.0	% Teaching with Fewer than 3 Years of Experience	5.0	Average # of Teacher Absences	7.75

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?	No	Identification for High School Graduation Rate?	NA
ELA Performance at Level 3 and Level 4	25.9	Math Performance at Level 3 and Level 4	24.0	Science Performance at Level 3 and Level 4	72.0 (4th); 31.0 (8th)	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		Limited English Proficient
x	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		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").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.)  |
| <input type="checkbox"/>            | 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").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.)  |
| <input type="checkbox"/>            | 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").**

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.)             |
| <input type="checkbox"/>            | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input type="checkbox"/>            | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/>            | 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").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Moderate Degree (There was modest increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | 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").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of planned activities were funded.)  |
| <input checked="" type="checkbox"/> | 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").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Tenet 1: District Leadership and Capacity                  |
| <input type="checkbox"/>            | Tenet 2: School Leader Practices and Decisions             |
| <input type="checkbox"/>            | Tenet 3: Curriculum Development and Support                |
| <input type="checkbox"/>            | Tenet 4: Teacher Practices and Decisions                   |
| <input type="checkbox"/>            | Tenet 5: Student Social and Emotional Developmental Health |
| <input checked="" type="checkbox"/> | Tenet 6: Family and Community Engagement                   |

In reflecting on the **PREVIOUS YEAR'S PLAN**:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The implementation of the academic intervention block and the extra planning time given to teachers.

- 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.

We did not make any corrections because we stayed with the plan.

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

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

Using data to inform and strengthen academic and behavioral interventions and core instruction; improving communication around initiatives and progress towards initiatives with all stakeholders.

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

Systems to establish and monitor progress towards goals; Rigorous and differentiated instruction and intervention; Using data to assess, monitor and respond to academic and behavioral needs; Increase communication with stakeholders.

- 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.

Our mission is to meet the academic and behavioral needs of all students in order to increase student performance as evidenced by state and STAR assessments and new SEL lessons with pre & post assessments.

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

30 % goal to reach proficiency on state exams and 90 % of students reaching individual growth goals based on STAR percentile rank.

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

In the K-5, the master schedule was designed to create a rolling intervention block as well as provide K-5 teachers with an additional duty to engage in data analysis. In grades 6-8, multiple, cross-grade-level intervention times were planned into the master schedule to increase opportunities for students to receive appropriate academic interventions. The middle school schedule also includes a rolling advisory block to support a focus on academic and behavioral objectives.

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

**Student Attendance** - School-wide there is a plan to examine and reduce chronic absenteeism/tardiness through weekly SIT meetings and increased communication around impacts of attendance with all stakeholders; In addition, in grades 6-8, individual discussions with students around academic achievement and attendance will be a focus for discussion and goal setting in the advisory block; **Significant Achievement Gaps** - Teachers will need support through professional development and training around intervention programs to support students who demonstrate academic needs that are significantly below grade-level. In anticipation of this, the Professional Development committee has outlined a year-long focus around these topics. **Turn-over (Staff/Assessments/Programs)** - The Professional Development and School Leadership Team will meet monthly to assess and make recommendations as needed. **Technological Limitations** - Monitor problems that arise and work closely with the IT department to ensure that issues are resolved as quickly as possible.

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

The Professional Development Committee developed a year-long, school-wide focus on using data to develop and monitor differentiated instruction and interventions. This focus supports the mission and guiding principles of the school and relates to the identified need for data-driven intervention and instruction. Additional professional development will be provided during Professional Learning Communities and as optional after-school sessions focusing on topics that align with school goals and guiding principals, such as improving communication with stakeholders, data analysis, Special Education progress monitoring and IEPs, etc.

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

Increased presence through social media, Survey tools that are available in hard and digital formats, All school events will include a focus on communication around school goals, Teacher & School newsletters and websites/blogs, Email listservs, Flyers home, Robocalls, Information in student home languages

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

Increased presence through social media, Survey tools that are available in hard and digital formats, All school events will include a focus on communication around school goals, Teacher & School newsletters and websites/blogs, Email listservs, Flyers home, Robocalls, Information in student home languages

**• 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.**

We provide an aligned curriculum for students entering Kindergarten, have a Kindergarten Meet the Teacher event, a Kindergarten Orientation/Ice Cream Social for students and their families during the summer. Procedures are in place to ensure sharing of records and other information.



## 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

<b>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.</b>	<b>Tenet 2</b>	<b>Tenet 3</b>	<b>Tenet 4</b>	<b>Tenet 5</b>	<b>Tenet 6</b>
Student Growth Percentile for Low-Income Students					
Student Average Daily Attendance				Y	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				Y	
Student Discipline Referrals	Y			Y	
Student Truancy Rate	Y			Y	
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development			Y		
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys				Y	
Overall & Subgroup performance data from STAR Early Literacy, STAR Reading, STAR Math	Y	Y	Y		
Student Goals Setting Sheets	Y	Y	Y		
Overall & Subgroup performance on Anet	Y	Y	Y		
Grades - Failure Rates	Y	Y	Y		
Lesson Plans -Implemented with "Ed Smith Lesson Objective Formula		Y	Y		
Social & Emotional Measurement Tool				Y	
Walkthrough Data from Morning Meetings and Advisory period				Y	
Behavior Intervention Plans reflecting SEL competencies, as relevant for individual students				Y	
Stakeholder participation in social media and school-wide events				Y	
21st Century Final Evaluation			Y	Y	

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	January, 2017
<b>B2. DTSDE Review Type:</b>	School - Led

<b>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</b>	Based on the school led review and staff survey, Ed Smith teachers are developing skills to provide coherent instruction that is appropriately aligned CCLS-based instruction. Although the site reievw showed that there is some evidence of small group, targeted instruction, classroom walkthroughs and lesson plan review indicate that there is a need for school leaders to further develop this area.
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<b>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.</b>	By June 2018, walkthroughs and lesson plans will show the use of weekly small group, targeted instruction resulting in a 5% increase of students proficient on NYS Assessments, NYSESLAT, Anet, digital tools and STAR assessments.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	<ul style="list-style-type: none"> <li>o Overall &amp; Subgroup performance data from STAR Early Literacy, STAR Reading, STAR Math</li> <li>o Quarterly update overall % students At/Above Benchmark and Urgent Intervention based on scaled score increases</li> <li>o Subgroup performance data from STAR, ANet and digital tools</li> <li>o Student Goal Setting Sheets</li> </ul>
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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-Jul-17	1-Jun-18	1. School leaders will develop and implement a walk-through schedule to provide teachers with on-going feedback in the area of small group, targeted instruction. At the completion of each walk-through, teachers will receive actionable feedback that can be implemented in a timely manner. School leaders will provide teachers with monthly lesson plan feedback as it relates to using data to drive small group targeted instruction plans. Leaders will compile and review this data and use it to drive weekly professional development topics that are delivered to staff in PLC sessions. Student proficiency in reaching individual growth targets will increase through the use of walk throughs and lesson plan data.
1-Sep-17	1-Jun-18	2. School leaders will implement a system for teachers to collect, review and update individual student target data by individual, class, section, grade. Each school leader will meet with teams monthly to review this data. Collecting, analyzing and utilizing this data will result in increase of student performance levels on STAR, ANet, NYSESLAT and digital tools.



**Tenet 3: Curriculum Development and Support**

<b>Tenet 3 - Curriculum Development and Support</b>	<b>Curriculum Development and Support:</b> 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.
<b>B1. Most Recent DTSDE Review Date:</b>	January 26 & 27, 2017
<b>B2. DTSDE Review Type:</b>	School-Led Site Review - DTSDE Rubric
<b>C1. Needs Statement:</b> 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 2015-2016 school year, 26% of Ed Smith students in grades 3-8 demonstrated proficiency on the NYS ELA assessment. 24% of students who tested in grades 3-8 were shown to be proficient on the NYS Math Assessment. Based on spring 2017 STAR assessment data, 22% of students in grades 3-8 are proficient in ELA and 18% of students are proficient in math. The 2016-17 School-Led Site Review stated that less than half of plans and classroom visits
<b>D1. SMART Goal:</b> 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, 100% of teachers will utilize data to plan for differentiation through personalized learning lessons to support the achievement of all students, resulting in a 5% increase building-wide of students meeting or exceeding grade level standards in ELA and Math as measured by NYS assessment, NYSESLAT, A-Net and STAR.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	*Lesson Plans *Walkthroughs *STAR & Anet Progress Monitoring Data

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
Aug-17	<u>Oct-17</u>	1. School leaders will develop common expectations and structures (i.e. sample lesson plan templates, examples of differentiation) that guide frequency and methods for incorporating data in instructional plans resulting in all students being provided with regular, targeted small group instruction.
Sep-17	<u>Jun-17</u>	2. Throughout the 2017-2018 school year, school leaders (including instructional coach and data coach) will provide professional development focusing on strategies and techniques for using data to differentiate small group personalized instruction. Building administrators and instructional leaders will complete classroom walk-throughs on a monthly basis to ensure that the best practices shared during professional development are being utilized within all classrooms. Staff will receive specific, actionable feedback following each walkthrough. School leaders will develop and implement a system for reviewing weekly lesson plans and providing feedback to teams and teachers on a monthly basis to ensure data is being utilized to differentiate small group targeted instruction. Building wide trends with regards to consistency planning for and implementing small group, targeted instruction will be shared at monthly staff meetings to increase staff members' awareness and promote collaborative planning. As teachers become more effective at planning differentiated small group instruction based on student data, student achievement will increase for all subgroups.
Aug-17	<u>Jun-18</u>	3. School leaders will meet monthly to analyze data for building wide trends. Data examined will include results from STAR assessments, ANET, and digital content tools. Each leader will join a grade level team monthly during PLC time dedicated to team meetings. During these meetings both building wide data, and data specific to grade level teams will be discussed and used to create plans to move individual students and subgroups of students forward with their learning. Over the course of the year, there should be an increase in the number of students who are meeting or exceeding grade level standards as a result of careful data analysis and an increase in purposeful planning.

**Tenet 4: Teacher Practices and Decisions**

<b>Tenet 4 - Teacher Practices and Decisions</b>		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
<b>B1. Most Recent DTSDE Review Date:</b>		January 26 & 27, 2017
<b>B2. DTSDE Review Type:</b>		School-Led Site Review - DTSDE Rubric
<b>C1. Needs Statement:</b> 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-Led Site Review indicated that some teachers use data to drive instructional adjustments, groupings and differentiation. Spring STAR data revealed that 22% of students in grades 3-8 are proficient in ELA and 18% of students are proficient in math. Both data points indicate that there is a need to increase the number of lessons in which data is used to drive the instructional adjustments, groupings and differentiation.
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By May 2018, walk throughs will show use of data to drive instructional adjustments, small groups and differentiation resulting in a 5% reduction of the number of students in urgent intervention and intervention categories as measured by STAR assessments.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.		*Lesson plans * Walkthroughs * Formal observations
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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-Sep-17	1-Jun-18	1. School leaders will conduct monthly walk throughs to collect data and monitor the implementation of small group instruction as well as differentiation strategies used by teachers. At the conclusion of the walk-throughs, leaders will provide feedback to teachers that allows them to adjust, modify and/or improve their instructional practices. This data will be used to determine needed professional development topics that will be delivered weekly to teachers at PLC sessions. School leaders will also work with teachers to set long-term instructional goals that support the growth of all students as well as the achievement of school-wide goals. Progress towards these goals will be shared with school leaders at monthly team meetings.
1-Oct-17	1-Jun-18	2. Teachers will meet with students at regular intervals during instruction to set personalized goals with them and review progress towards meeting their goals. This will result in an increase of students owning their learning and monitoring their progress towards their individual goals.
1-Sep-17	1-Jun-18	3. Teachers will implement a rolling academic support block in the K-5 master schedule to create protected times in grades 1-5 for students to flex across classes to receive enrichment or intervention in an area of identified need. Additional staff will be assigned to the grade-level at this time to ensure all students can meet with a teacher in a small-group setting. The 6-8 schedule will also be revised to maximize opportunities for all students to participate in both enrichment and/or intervention classes at different points throughout the year. This will allow students to receive needed intervention and/or enrichment resulting in a decrease of the number of students in the urgent intervention and intervention category as measured by STAR assessments.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>		<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		January 26 & 27, 2017
<b>B2. DTSDE Review Type:</b>		School-Led Site Review - DTSDE Rubric
<b>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.</b>		The 2016-2017 My Student Survey indicates a need for School Leaders and Ed Smith Staff to implement a comprehensive and coherent curriculum/program for grades K-5 that incorporates research-based practices aligned to the school vision and established 6-8 SEL curricula that enables students to articulate a sense of belonging and ownership in their school community.
<b>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.</b>		In the 2017-2018 school year students will indicate an increase of .8% in the area of student participation in the school community as indicated by the annual Culture and Climate Survey.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		* Social and emotional measurement tool survey results * Walkthroughs data from morning meetings and advisory * Referral data/Observational Notes * Attendance
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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-Sep-17	23-Jun-17	Throughout the 2017-2018 school year administration, School Climate Team and elementary and middle school advisory leadership teams will provide PD focusing on SEL to help students articulate a sense of belonging and ownership in their school community. School leaders and Engaging Schools will conduct walk-throughs and provide feedback to staff on their interactions with students and progress towards a positive culture and climate quarterly.

**Tenet 6: Family and Community Engagement**

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	<b>January 26 &amp; 27, 2017</b>
<b>B2. DTSDE Review Type:</b>	<b>School-Led Site Review - DTSDE Rubric</b>

<b>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.</b>	According to the most recent site review, there is a need for Edward Smith leaders and staff to refine the system of school-family communication and develop a deeper understanding of how to support parents and families to increase engagement in school activities. There is a continued need to more clearly communicate school academic goals and expectations, and student specific learning targets in a manner easy to understand by parents.
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<b>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.</b>	By June 2018, there will be an increase in types of communication and in positive connections to reach families of all students, as evidenced by an increase over the score of 3.27 in the Parent Opportunity Category in the annual Culture and Climate survey.
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<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	* Responses to survey that is disseminated in multiple formats; i.e. paper, electronic, phone * Measurement tools within ClassDojo and Remind101
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<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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-Sep-17	23-Jun-18	Throughout the 2017-2018 school year administration and Parent Engagement Liaison will provide information in students home languages to include fliers and newsletters. Results from the parent interest survey will help determine what supports will be needed for our parent volunteers, which will be provided by the Parent Engagement Liaison. Administrators will use Social media (Twitter, Facebook) to communicate and publicize school events, monthly.