

LEA Name:	Syracuse City School District
LEA BEDS Code:	421800010000
School Name:	Hughes elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Paula DiGirolamo	Title	School Principal
Phone	315-435-4803	Email	pdigirolamo@scsd.us
Website for Published Plan			

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		Sharon L. Contreras, Ph.D.	Jul-15
President, B.O.E. / Chancellor or Chancellor's Designee	Not Applicable	Not Applicable	Not Applicable

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f*, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
3. 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.
4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
5. 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.
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.
8. *If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f*, the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

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)
July 13, 2015	Hughes School		
July 16, 2015	Hughes School		

Name	Title / Organization	Signature
Paula DiGirolamo	Principal, Hughes Elementary School	
Krista Hunter	Vice Principal, Hughes Elementary School	
Lyndsey Barocco	School Social Worker, Hughes Elementary School	
Pamela Hipius	Special Education Teacher, Hughes Elementary School	
Susan Johnson	Grade 5 Teacher, Hughes Elementary School	
Neal Shanahan	Grade 4 Teacher, Hughes Elementary School	
John Shehadi	Grade 5 Teacher, Hughes Elementary School	
Michele Suarez	Grade 3 Teacher, Hughes Elementary School	
Winnie Evans	Hughes Home School Committee Parent Representative	
Roger Walker	Hughes Home School Committee Parent Representative	
Sara Cavanaugh	Promise Zone Specialist	

School Information Sheet

School Information Sheet							
Grade Configuration	PK, 2-5	Total Student Enrollment	267	% Title I Population	74	% Attendance Rate	88.8
% of Students Eligible for Free Lunch	70	% of Students Eligible for Reduced-Price	4	% of Limited English Proficient Students	12	% of Students with Disabilities	27

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	74	% Hispanic or Latino	8	% Asian, Native Hawaiian / Other Pacific Islander	9	% White	6	% Multi-Racial	4

School Personnel							
Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	4	Average # of Teacher Absences	2.5

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	3.6	Math Performance at Level 3 and Level 4	6	Science Performance at Level 3 and Level 4	55.7	Four-Year Graduation Rate (HS Only)	NA
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	x	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
Made AYP	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
	White		Multi-Racial
Made AYP	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
Made AYP	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.)
- 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).

The following Tenets were rated Effective during the 2015 School Review: Tenet 3-Curriculum Development and Support; Tenet 5-Student Social and Emotional Developmental Health ; Previously, 2013-14, both Tenets were rated Developing. Through carefully planning and implementation of Smart Goals, progress was made in both areas.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Tenet 3.2-Curriculum, Development and Decisions; Goal#1: Schedule bimonthly walk through observations., increased the number of walk throughs for each staff member as well as targeting specific "look fors" including: higher level questioning; posted objectives that are referenced throughout the lesson; students' ability to accurately restate the objective when asked. During a second Instructional Round that assessed teacher use of higher-level questioning, an 80% increase was documented.

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

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

Continue to build upon initiatives that engaged teachers in monthly data analysis, informing instructional objectives using DDI Protocols. Continue targeted (Tenet 2-School Leader Practices and Decisions) regularly scheduled walk throughs; Focus on Tenet 4-Teacher Practices and Decisions, specifically strengthen goals, activities for Tenets 4.2 and 4.3, ensuring instructional strategies and practices are organized around annual, unit and daily lesson plans that address all student goals and needs; teacher providing coherent and appropriately aligned Common Core Standards based instruction that leads to multiple points of access for all students.

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

During the 2015 School Review the following Tenets were rated Developing: Tenet 2.2, 2.5, 3.4, 4.2 & 4.35.4 and all of Tenet 6. While some progress was made in all areas, Tenet 6- Family and Community Engagement continues to be a weakness, despite various attempts to build family and community engagement. The SLT will continue to develop goals and activities meant to engage family and community.

- 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.

Hughes' Mission is to increase student achievement for all, preparing our students for college and careers by ensuring a safe, caring learning environment through engaging, high level academics; with strong collaboration with families and community members; and foster strong characters through embedded character education and PBIS.

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

All subgroups are expected to make a minimum of one year's growth in reading and math, as measured by Anet, and unit and interim assessment. Overall achievement goals on the NYS Assessments: decrease number of students scoring level 1 by 10% and increase students scoring 3/4 by 5%. Hughes' Mission is to increase student achievement for all, preparing our students for college and careers by ensuring a safe, caring learning environment through engaging, high level academics; with strong collaboration with families and community members; and foster strong characters through embedded character education and PBIS.

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

Master Schedule that allows for consistent instructional blocks for math, reading and content areas; grade level teaming for purpose of data analysis, planning and collaboration; monthly DDI meetings with administrators and Instructional Coaches; monthly review of teacher plan books with focus on data driven instructional goals/activities/ lesson effectiveness measures/multiple points of entry ensuring all students fully engaged/ higher level questions noted in daily plans.

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

Hughes School will be made up of classroom teachers new to Hughes School, therefore community and climate will need to be a focus to ensure positive staff relationships, collaborative teams and common purpose

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

Provide training in the T&L Rubric throughout the school year to maximize teacher understanding of the rubrics and behaviors of highly effective teachers; Rationale-50% of staff have been evaluated under the Danielson Rubric, transferring from Middle School Level; additionally, all staff need to understand the tool that is used to evaluate their practice and be informed of highly effective practice, and to recognize their own growth areas. Additionally, walk through feedback will focus on specific elements of the T&L rubric, prior to formal observations. Provide training in creation of engaging learning environments in their classrooms; restorative practices and activities to create positive classroom environments. Creation of the Hughes 8 week Climate/Culture Plan will address these areas

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

Monthly school newsletter posted on school web-site and sent home with students; monthly meeting with After-School Community Partner (YMCA) to address student achievement/goals in after-school program. Creation of Parent Survey to be administered during Open House in September, 2015 to assess parent need and methods to more fully engage families with the Hughes School community. Based on results, further activities will be developed to possibly include "Family Academic Night", "Family Carnival", home visits by staff.

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

Posted on school web site; components listed in monthly newsletter with method for family to respond with questions/comments; standing agenda item on monthly PFO meetings; presented to parents at family night in Fall.

- 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.

NA

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 2015-2016 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 if the school is not receiving 1003(g) School Improvement Grant Funds) are participating?

Students, grades 3-5 will have the opportunity to sign-up for the Hughes After-School Program. Students in need of Academic Intervention Services will be selected based on data from Anet, STARS Program and teacher recommendation. Services will be provided by the Math and ELA EIS teachers during the school day.

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

Targeted students will have been identified for additional supports through previous school year data (academic and social-emotional) based on academic performance; discipline data; teacher referral and parent concerns.

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.

The Hughes School Leadership Team membership has representatives from each grade level, Special Education, School Social Worker, parent representatives and a community representative. The SLT met over the summer, looked at: achievement and discipline data; number of students receiving social-emotional support from school and community personnel; and the DTSDE Report recommendations from March 2015.

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.

By October, 2015, established monthly meetings with CBO leader and Hughes staff to ensure collaboration with CBO (YMCA), district staff and building leaders to align school vision, SCEP goals, DDI protocols and the Code of Conduct and Support, with the after-school program staff, to ensure student progress.

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.

All staff will participate in "Responsive Classroom" Training on September 2, 2015, as well as training in Restorative Practices on September 3, 2015. All staff will follow the expectations that Morning Circles will occur each morning to build classroom community. Additionally, all staff will demonstrate Responsive Classroom Practices throughout the school year, as evidenced by decrease in behavioral referrals and decrease in students asked to "re-set" outside of the classroom. It is expected that teachers will create supportive classrooms with consistent, child centered expectations, routine and procedures, monitored by administrators through frequent walk-throughs and feedback.

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.

All teachers will create and deliver rigorous instruction based on the Common Core Standards with support from administrators and Instructional Coaches, with regularly scheduled assessments to determine student growth, areas in need of improvement and lessons that demonstrate the use of data in differentiating instruction.

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.

Hughes staff will follow the Syracuse City School District timelines for unit benchmark; interim and quarterly assessments. Instructional coaches will collaborate with administrators and classroom teachers to analyze assessment data; determine student need and plan/implement lessons that target individual student needs (for skill building and accelerated learning) with support from the EIS teachers for ELA and Math.

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.

All students will actively participate in a minimum of four cross-curricular units that include elements in the Arts, Humanities and Physical Education. Additionally, students will voluntarily participate in the after-school Enrichment Program, administered by the CBO, YMCA. Students will be actively encouraged to participate through announcements/applications sent home; school Newsletter will include information for online and paper applications; families will be encouraged to participate during October 1st Meet the Teacher Night; as well as personal phone calls from Hughes staff to elicit student participation.

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.

The Master Schedule includes daily common-planning time for grade level teams. Additionally, all staff will participate to weekly cross-grade level teaming before school. The before school extended time for staff will be used for targeted Professional Development based on teacher need as evidenced by previous years evaluations; ongoing formal and informal observations; teacher self-identified need and school district level initiatives.

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.

Administrators will begin walk-throughs in September using the TeachScape platform as well as "traditional" walk throughs with follow-up feedback memos, based on the Teaching and Learning Rubrics. Additionally, Instructional Coaches will conduct non-evaluative peer walk throughs, providing coaching opportunities and lesson modeling by Instructional Coaches. In the event a teacher is demonstrating difficulty in specific teaching strategies, a plan will be created with the teacher, administrator, Instructional Coach and other support identified by the staff member; with timeline for expected improvement.

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.

The EIS-ELA and Math teachers will be used strategically in a push-in and pull-out model, based on student data, to support students in reaching the Common Core Benchmarks. The After-school program, in conjunction with the YMCA (CBO) will incorporate the CCSS in academics and enrichment activities, that support and enriches classroom based instruction. Monthly meetings with the CBO supervisor and Hughes/Syracuse Latin administrators will occur to share student achievement data; assess student progress.

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. 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.

www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

There was a documented increase of 3.5% from 2013-14, to 2014-15 on New York State Assessments in ELA and Math attributed in part to: "Instructional Rounds", focused on teacher use of higher order questioning, conducted two times a school year; monthly data driven instructional meetings with teachers, Instructional Coaches and administrators; monthly schedule for administrative walk throughs guided by the components of the Teaching and Learning Rubric (aligned to district APPR) with feedback provided to teachers regarding their performance on various tenets. These activities will be continued in the 2015-16 school year. In addition, staff will be provided weekly common planning time for grade level teams and cross-curricular teams for the purpose of creating lesson plans that are rigorous, relevant and driven by student data and the Common Core Curriculum.

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

Hughes has used and will continue to use the SCSD Board Adopted Common Core Curriculum; and follows the district approved promotional practices and exit standards. The addition of one EIS-teacher for Math and EIS-teacher for ELA will provide additional instruction to identified sub-groups, guided by student assessment data including: NYS Assessment results; interim assessments; unit benchmarks and ANet assessment data.

C. Professional Development: Present a coherent framework for professional development, 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.

The Hughes Master Schedule provides for weekly grade level and cross-grade level team planning. Professional Development will occur during the morning extended time with a focus on district initiatives; training on the Teaching and Learning Rubric (continuation from 2014-15); data analysis embedded during team meeting times.

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

Hughes Master Schedule provides 90 minutes uninterrupted blocks for ELA and Math. Content Block provides for cross-curricular learning projects, as well as additional time for EIS, ENL and enrichment for identifies students. Additionally, in conjunction with the CBO (YMCA)an after-school program will run from October through May, 2016 providing embedded instruction and enrichment activities aligned to the CCL to at least 50% of the Hughes student population.

E. Assessment: Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State's accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

Hughes School will follow the SCSD Assessment Framework that encompasses: Daily Formative Assessment; Lesson/Unit Assessment/Screening and Progress Monitoring; Paced Interim (Anet) and Outcome Assessment; with data analysis meetings with teachers guided by Instructional Coaches and administrators following the DDI Protocols. Teacher lesson plans will reflect lesson activities targeting specific skills based on student data, with the expectation that all students will reach mastery of grade level benchmarks.

F. School Climate and Discipline: Describe the strategies the school will employ 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. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

Hughes staff will be trained in Responsive Classroom techniques and Restorative Circles in September with ongoing professional development through out the school year. The expectation is that teachers will establish a positive, supportive learning culture within the classroom with policies, procedures and routines explicitly taught. Each classroom teacher will conduct daily Morning Meetings following the Responsive Classroom Model. The Hughes expectations for public spaces will also be explicitly taught/ reinforced by all staff members. All staff members will participate in rewarding positive behavior by rewarding students with "Hughes Wings" coupons, which will be redeemed for classroom rewards and quarterly school incentive activities. Parents/families will be informed of the model and incentives through the school's monthly newsletter. Additionally, parents will be invited to participate in quarterly award celebrations and invited to participate in quarterly incentive activities.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SCEP does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SCEP.)

NA

H. 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.

The three self-contained 12:1:3:1 classrooms that serves students with severe disabilities will follow the UPC curriculum. The ENL population will receive both push-in and pull-out (stand alone) services in alignment with SCSD ENL Programming Guidelines, aligning instruction to CCL. All students will participate in 90 minutes of ELA and 90 minutes of Math Instruction, with evidence of differentiated instruction creating personalized instructional goals with each student and family. EIS support services will be provided in push-in and stand alone instruction, according to student demonstrated need. Additionally, the Student Intervention Team and School Climate Team will meet weekly to determine student social-emotional needs that impact academic success, and will create a plan that supports the student across school environments (ie., Check-In, Check-Out with adult; therapeutic services through ARISE and Huntington Family Services)

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: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

The Hughes principal is responsible for: curriculum implementation, personnel decisions (in conjunction with the SCSD Talent Management); management of building level budgeting and legal compliance at the building level. The principal works closely with the Vice Principal to ensure teachers demonstrate effective teaching practice including classroom instruction; lesson planning; data analysis of student assessments; and oversees the Hughes After-School Program facilitated by the CBO (YMCA).

B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

The current principal was in the position of Vice Principal in the 2014-15 school year, working closely with a veteran master principal. The current principal has held positions with the SCSD for 28 years including: sixteen years as elementary special education teacher; eleven years as administrator, including two years as principal of elementary school. Also served as vice principal in a middle school undergoing "turn around" due to being identified as a Persistently Low Achieving School.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

Hughes Elementary serves students in grades three through five, and three classrooms serving students with severe disabilities. Eight teachers have been hired to fill the regular education classrooms, with two two Special Education teachers assigned to grades three through four to support students designated as having a learning disability. Additionally, one EIS-ELA and one EIS-Math positions have been filled. Six of the regular education teachers are veteran SCSD staff, who have transferred to Hughes. One regular education teacher and one special education teacher are new hires, who completed the rigorous SCSD application process and screening. Both were interviewed by the building administrators and were recommended for hire.

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	Y	Y	Y	Y
Student Average Daily Attendance					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				Y	
Student Discipline Referrals				Y	
Student Truancy Rate					
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"	Y	Y			
Teacher Attendance at Professional Development	Y				
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					Y

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
Tenet 2 - School Leader Practices and Decisions		Tenet 2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and TIMELY (SMART) goals/mission, and long-term vision inclusive of core values that address priorities outlined in the School Comprehensive Educational Plan
B1. HEDI Rating:		Developing
B2. HEDI Rating Source:		DTSDE 2015
B3. HEDI Rating Date:		Mar-15
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.		Hughes received a rating of Developing for Tenet 2.5. The DTSDE stated, "The school leaders uses systems to track and monitor individual and school-wide practices related to improvement areas defined in the SCEP." However, "the school does not have SMART goals, progress towards critical school-wide goals cannot be quantified at this time."
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 30, 2015 the Hughes Leadership Team will identify priorities for each Tenet in the SCEP and will write an aligned SMART goal for each Tenet.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		All staff will identify the Hughes school mission and vision, as created by the SLT (representatives for each grade level), which will be visible throughout the school and will be a standing agenda item for all school meetings (including Faculty Meetings; SLT, SIT, SCT and HSC Community group meetings). SMART goals aligned to Hughes School's priorities will be common knowledge among the staff.
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.
July, 2015	July, 2015	SLT will create SMART Goals for each identified Tenet
July, 2015	July, 2015	SLT will identify/create Hughes School mission/vision based on long-term vision.
September, 2015	September, 2015	SLT Members will present SCEP Plan to all staff, including mission/vision and SMART Goals
September, 2015	June, 2016	Mission/vision of Hughes School will be included as standing item on Faculty Agenda and weekly staff memos
September, 2015	June, 2016	SCEP SMART goals will be highlighted and discussed for each Tenet during Monthly Faculty Meetings
September, 2015	June, 2016	Hughes students will articulate school's mission/vision as : "Most improved Elementary School in SCSD".
December, 2015	June, 2016	Principal will engage in executive coaching through partnership with Insight Education for the purpose of maximizing school turnaround efforts.

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. HEDI Rating:	Effective
B2. HEDI Rating Source:	DTSDE
B3. HEDI Rating Date:	15-Mar

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.	Hughes Elementary has experienced a 100% turnover in classroom teachers grades 3-5, with varied experience in Data Driven Instruction (DDI) and delivery of rigorous and coherent instruction aligned to assessments and the Common Core Learning Standards (CCLS).
---	---

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, 2015 and continuing through June, 2015, teachers will set achievement targets for each instructional unit based on grade-level benchmarks as well as quarterly interim assessments through Achievement Network, that are rigorous, coherent and aligned to the CCLS, as evidenced by a minimum of 3% increase on New York State Assessment scores in ELA and Math for the 2015-16 school year.
--	---

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	With the assistance of Math & ELA instructional coaches, the administrative team will create an assessment schedule that will include time for grade level DDI/ANET sessions that will result in an action plan to provide remediation of skills. The action plan will include the "all hands on deck" approach with Special Area staff pushing into classrooms weekly, providing targeted instruction to small student groups and/or 1:1 instruction.
--	--

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.
September, 2015	June, 2016	Develop an assessment calendar for the year
October, 2015	June, 2016	Provide training in the ANET & DDI Process to instructional Coach
October, 2015	June, 2016	Provide training in the ANET & DDI Process to teacher
October, 2015	June, 2016	(1) Administrator first ANET Assessment
November 4, 2015	June, 2016	(2) Hold the 1st DDI/ANET Session to develop an action plan
November 9, 2015	June, 2016	(3) Implement Action Plan with fidelity indicating steps for remediation in plan books
November 9, 2015	November 25, 2015	(4) Teachers collect formative/summative assessment information to assess the effectiveness of remediation/action plan
November 30, 2015	November 30, 2015	(5) Give a follow-up assessment to check progress
December, 2015	December, 2015	Create learning plan for students not demonstrating progress, providing targeted instruction in specific area of weakness.
January, 2016	March, 2016	Repeat process for ANET cycle for January 11, 2016-March 7th, 2016 (1-5)

September, 2015	June, 2015	Special area staff push into classrooms to work with targeted students, providing individualized instruction based on student achievement data as identified by classroom teacher; work samples and data will be assembled in a binder.
October, 2015	May, 2016	Administrator collect (3 times per school year) and evaluate classroom teacher lesson plans based on Teaching and Learning Rubric, providing specific feedback to ensure rigorous, targeted instruction aligned with Common Core Learning 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. HEDI Rating:	Developing
B2. HEDI Rating Source:	DTSDE 2015
B3. HEDI Rating Date:	Mar-15

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 DTSDE found that, "All provided lesson plans, as well as those observed in classrooms, were aligned to CCLS." It was concluded that "instructional practices were leading to high levels of student engagement and achievement." It was recommended that "staff be provided with differentiated support on writing and asking higher order questions."
---	--

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.	Beginning September, 2015 and continuing monthly through June, 2016, teachers will be provided with ongoing professional development, delivered by the Instructional Coaches and EIS Teachers, that target development of engaging, higher level, rigorous tasks with multiple points of entry in Mathematics and ELA instruction, as well as development of higher-order questioning, as evidenced by lesson plans and direct observation of instruction throughout the school year 2015-2016, resulting in 3% increase in student scores on New York State ELA and Math Assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Classroom teachers will be required to attend, and sign into, weekly PD with instructional coaches. There will be regular observations (formal & informal) of teachers, by administrators & coaching staff. Administrators and Instructional Coaches will conduct two Instructional Rounds to gather data on level and quality of teacher questioning.

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.
September, 2015	June, 2016	Weekly professional development with coaches & EIS staff
October, 2015	June, 2016	Formal and informal observations by administration, coaches and EIS staff.
October, 2015	October, 2015	Administrators collect and assess teacher lesson plans, focus on determining rigor of instructional tasks; evidence of higher-order questions
November, 2015	December, 2015	Determine schedule and data collection tool for Instructional Rounds
December, 2015	December, 2015	Conduct first of two Instructional Rounds focused on higher level questioning; Instructional Coaches; Academic Support Teachers; Administrators
December, 2015	December, 2015	Share data results of Instructional Rounds with teachers; teachers create plan for incorporating higher level questions in lessons
January, 2016	January, 2016	Administrators collect and assess teacher lesson plans, focus on determining rigor of instructional tasks; evidence of higher-order questions
February, 2016	February, 2016	Conduct second of two Instructional Rounds focused on higher level questioning; Instructional Coaches; Academic Support Teachers; Administrators
March, 2016	March, 2016	Share data results of Instructional Rounds with teachers; teachers create plan for incorporating higher level questions in lessons
March, 2016	March, 2016	Administrators collect and assess teacher lesson plans, focus on determining rigor of instructional tasks; evidence of higher-order questions as determined by Instructional Rounds

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. HEDI Rating:	Effective
B2. HEDI Rating Source:	DTSDE
B3. HEDI Rating Date:	Mar-15

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.	Tenet 5 received an overall rating of Effective, with Tenet 5.4 rated as Developing. The DTSDE reported that "evidence was not provided on how the majority of parents are contributing towards the school's vision. Not all stakeholders were able to articulate how the school meets the social and emotional development health needs of students." It was recommended that Hughes School "Create a plan, inclusive of protocols and processes, to address all stakeholders' roles in meeting students' social and emotional developmental health needs."
---	--

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.	Beginning August, 2015 and ongoing throughout the school year, all staff will be trained in and will implement Responsive Classroom protocols and processes as well as school-wide Positive Behavioral Intervention Strategies. Parents will be offered training in order to support the school and District Initiatives, leading to and evidenced by a 1% decrease in office referrals and Out of School Suspensions.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Weekly monitoring of Educators Handbook data and Behavioral Intervention Center spreadsheet data during weekly SIT & DSCT

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.
August, 2015	August, 2015	Responsive Classroom conducted staff training
August, 2015	August, 2015	Restorative Circle Training for all staff
September, 2015	September, 2015	Teachers established classroom procedures, protocols and routine
October, 2015	October, 2015	Refresher on hallway procedures and common attention signal
October, 2015	May, 2015	Teach like a Champion -chapters read/discussed monthly at grade level team meetings
September, 2015	June, 2015	Weekly school-wide assemblies focused on Character Ed and Hughes Expectations
September, 2015	June, 2015	Weekly DSCT meetings with Peaceful Schools representative
October, 2015	June, 2016	Identify students in need of extra support, beginning with "Check-in-Check Out" behavior plan(CICO), ARISE referrals/FSSS
November, 2015	June, 2016	Determine effectiveness of student intervention plans (including CICO, Behavior Intervention Plans) through monthly progress monitoring; adjust plan as need is determined

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. HEDI Rating:	Developing
B2. HEDI Rating Source:	DTSDE
B3. HEDI Rating Date:	Mar-15

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.	Tenet 6.2 It was stated in the DTSDE Report in March, 2015 that, "While the school is communicating with families around academic expectations, at this point the relationship between families and the school does not yet contribute to student needs being met and students achieving the academic success required to become college and career ready." Further, it was noted that several grade levels also produced newsletters. It was determined by the SLT membership in July, 2015 that one school newsletter representing all school membership would be more efficient and family friendly.
---	---

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.	Beginning September, 2015 through June, 2016, the school leader will collaborate with school staff, after-school Community Based Organization, and Hughes Parent Group to provide ongoing mechanisms for family and community engagement, that will empower families to support their student(s) academic growth at home, and more more fully engage families with the school community.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Family feedback will be collected monthly, tallying number of responses, as well as names of families to determine whether a true representative group is responding; as evidenced by Sign in Sheet; teacher contact logs; signed student planners; survey responses; returned acknowledgments from fliers, newsletters, and Field Trip Permission slips.

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.
October, 2015	December, 2015	Hughes School will establish a Parent/Community Involvement Team for the purpose of connecting families to school and community resources that support student social-emotional and academic well-being.
October, 2015	May, 2016	The Hughes Parent/Community Involvement Team will make connections/partnerships with: local libraries to offer tutoring, homework help; Parent Uni
October, 2015	October, 2015	During Hughes Open House/Meet the Teachers Night, parents/families will be encouraged to sign up as a school volunteer/classroom helper
November, 2015	November, 2015	Hughes School will hold the first of four quarterly academic Honor Roll recognition assemblies, inviting families to attend.
December, 2015	December, 2015	Hughes will hold a day time concert with chorus students performing; prior to concert, families will be provided with grade level curriculum and related activities families can use to enhance student learning, presented by Hughes staff.
January, 2016	January, 2016	Hughes School will hold a Family Night for Reading and Math (which will include a book giveaway); Math and ELA games presented by students for families; and presentation for families explaining Achievement Network and STAR assessments.
February, 2016	February, 2016	Family Carnival Night with food and games
March, 2016	March, 2016	Family Dinner Night, and raffle, to explain the upcoming New York State Assessments and how to prepare students
June, 2016	June, 2016	Family End of Year Student Awards Ceremony and breakfast to recognize acadmic achievement