

LEA Name:	Dunkirk City School District
LEA BEDS Code:	060800010000
School Name:	School #5

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	David Boyda	Title	Principal
Phone	716-366-9300 Ext. 4500	Email	dboyda@dunkirk.wnyric.org
Website for Published Plan	dunkirkcsd.org		

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.**

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

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

### THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. James Tracy	
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. David Damico	

## Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

## School 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)

Name	Title / Organization	Signature
Lisa Kobel	Kindergarten Teacher / Dunkirk School #5	
Mario Muscarella	Third Grade Teacher / Dunkirk School #5	
Kyle Damon	Fourth Grade Teacher / Dunkirk School #5	
Jean Surma	Social Worker / Dunkirk School #5	
Kerry Hoffman	ENL Teacher / Dunkirk School #5	
Mary Schneider	PE Teacher / Dunkirk School #5	
Katie Burlett	First Grade Teacher / Dunkirk School #5	
Dr. Cynthia Smith	Parent Representative	
Janeane DiCara	Parent Representative	
David Boyda	Principal / Dunkirk School #5	

## School Information Sheet

School Information Sheet							
Grade Configuration	PK - 5	Total Student Enrollment	213	% Title I Population	72%	% Attendance Rate	93.20%
% of Students Eligible for Free Lunch	71%	% of Students Eligible for Reduced-Price	1%	% of Limited English Proficient Students	19.70%	% of Students with Disabilities	4%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	1%	% Black or African American	4%	% Hispanic or Latino	57%	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	32%	% Multi-Racial	6%

School Personnel							
Years Principal Assigned to School	4	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	10	Average # of Teacher Absences	6.5

Overall State Accountability Status							
Priority School	NO	Focus School Identified by a Focus District	NO	SIG 1003(a) Recipient	NO	SIG 1003(g) Recipient	NO
Identification for ELA?	NO	Identification for Math?	NO	Identification for Science?	NO	Identification for High School Graduation Rate?	N/A
ELA Performance at Level 3 and Level 4	Made AYP	Math Performance at Level 3 and Level 4	Made AYP	Science Performance at Level 3 and Level 4	Made AYP	Four-Year Graduation Rate (HS Only)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A
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			
N/A	American Indian or Alaska Native	N/A	Black or African American
N/A	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
N/A	White	N/A	Multi-Racial
N/A	Students with Disabilities	N/A	Limited English Proficient
N/A	Economically Disadvantaged		

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

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

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
MET	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:

**N/A - SCHOOL IN GOOD STANDING**

**1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").**

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

**2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").**

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

**3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").**

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

**4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").**


- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

**5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").**

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

**6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").**

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health

 Tenet 6: Family and Community Engagement

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

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

NA/School in Good Standing

- 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.

NA/School in Good Standing

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

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

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

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

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

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

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

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

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

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

- 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.





**Re-Identified Focus Schools**  
(applicable to schools that were identified as Focus during the 2014-2015  
identification period)

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) beginning no later than the 2016-17 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional

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

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

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

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

## **Priority Schools: Whole School Reform Model**

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

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

### **1. New School Design and Educational Plan**

**A. Curriculum and Instruction:** Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 15-16 plan.

**B. Professional Development:** Provide an update on the coherent framework for professional development described in the 2015-16 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

**C. Use of Time:** Provide an update on the daily calendar and schedule as described in the 2015-16 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2015-16 plan

**D. Assessment:** Provide an update to the school's approach to assessment as described in the 2015-16 plan.

**E. School Climate and Discipline:** Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

Empty text box

**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.

Empty text box

**2. Organizational Plan**

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

**A. Site-based Governance:** Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2015-16 plan.

Empty text box

**B. Staffing, Human Resources, and Work Conditions:** Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 15-16 plan.

Empty text box



## **Priority Schools: Whole School Reform Model**

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

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

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

--

## Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2016-2017 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

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

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

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

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

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

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

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

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

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

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



**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					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
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					
Teachers Rated as "Effective" and "Highly Effective"	Y		Y		
Teacher Attendance at Professional Development	Y	Y	Y		
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					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>	NA/School in Good Standing
<b>B2. DTSDE Review Type:</b>	NA/School in Good Standing

<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.	Historically our walk-through tools have not been used to fidelity. Thus, data from the use of these tools is sporadic and incomplete. Therefore the school leader does not have at his disposal this information in a comprehensive format to help inform teacher’s instruction.
---	---

<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.	The school leader (and/or district personnel) will utilize a standard walk-through tool consistently and to fidelity. The data retrieved from walk-through sessions will be analyzed and shared to promote best practice, continuous school improvement, and decision making.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	

<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.
	September 30 2016	School leader will work collaboratively with staff to determine the best practices to be observed
	October 15 2016	School leader will work with Tech Department to design a computer-based walk-through tool designed around predetermined best practices
1-Nov-16	Ongoing	School leader will perform monthly walk-through sessions utilizing aforementioned tool.
1-Nov-16	Ongoing	School leader will share best practice information with staff.

**Tenet 3: Curriculum Development and Support**

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	NA/School in Good Standing
<b>B2. DTSDE Review Type:</b>	NA/School in Good Standing

<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>	In regards to writing short and extended responses, students are currently instructed with different strategies resulting in varied outcomes. As a result, some students are not prepared for the state tests. We want to explicitly teach how to write short/extended responses in the same manner across all grade levels. The expected outcome being an increase in improved student performance on extended/short response test items.
---	---

<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>	All K-5, ESL, AIS, and Special Education teachers who teach during the skills/extension block will implement a ten minute daily writing time in which they will explicitly teach short and extended responses.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teacher Attendance at Professional Development

<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.
10-Sep-16		Create, distribute, and provide mini-PD on ‘School Five Short and Extended Response Continuum’ to teachers on how to answer short and extended responses by SCEP committee members. (continuum attached) Continuum creation and mini PD: SCEP committee
Sep-16	Ongoing	Using the continuum teachers will incorporate a 10 minute (minimum) daily writing into instructional day. This is to be done during skills/extension block and be reflected in daily lesson plans. All K-5, ESL, AIS, and SE teachers who teach during the skills/extension block. Administrator to monitor goal via lesson plan review

**Tenet 4: Teacher Practices and Decisions**

<b>Tenet 4 - Teacher Practices and Decisions</b>	<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>
<b>B1. Most Recent DTSDE Review Date:</b>	NA/School in Good Standing
<b>B2. DTSDE Review Type:</b>	NA/School in Good Standing

**C1. Needs Statement:** Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.

Teachers need to regularly use Learning Targets and HOTS. Increased use of these strategies will improve students understanding of content

**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.

**D2. Leading Indicator(s):** Identify the specific indicators that will be used to monitor progress toward the goal.

Our school will develop a classroom environment that will be collaborative and will utilize cooperative learning strategies and Higher Order Thinking Questions to improve student achievement.

Teachers Rated as "Effective" and "Highly Effective"  
Teacher Attendance at Professional Development

<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-Oct-16	15-Nov-16	School leader utilizes walk through data to inform staff of best practices
Jan-17	Ongoing	Professional development opportunities are created to address Learning Targets and HOTS

## 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>	NA/School in Good Standing
<b>B2. DTSDE Review Type:</b>	NA/School in Good Standing

<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>	As a SCEP committee our building needs to address social and emotional behaviors throughout the school so students gain the ability to meet academic expectations and engage in socially appropriate behaviors throughout the school day. The rationale being that improvements in these areas will increase connectedness, improve the school community, and decrease time spent off teaching and learning.
---	--

<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>	With assistance of the school staff identify children who are in need of social and emotional growth in order to form positive relationships and a feeling of belonging to the school community. The goal being 50% of our adult population participating as a mentor for at-risk youth.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Discipline Referrals

<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.
Monthly 2016-2017 school year		Using discipline referrals and staff recommendations at risk students will be identified. Social Worker Classroom teachers Physical Education Teacher Administrator
	1-Oct-16	SCEP committee will solicit mentors
October 1,2016	Ongoing	At risk students will be assigned to a volunteer staff member to connect with a child regularly. Social Worker Physical Education Teacher
October 1,2016	Ongoing	Create and distribute a Mentor contact form, which will indicate interactions with assigned student. SCEP committee Mentors
Creation- October 1, 2016	Administration- Ongoing	Create and administer pre and post social/emotional student survey for the identified at risk students. SCEP committee Classroom teachers


## 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>	NA/ School in Good Standing
<b>B2. DTSDE Review Type:</b>	NA/ School in Good Standing

<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>	We believe that parents don't always communicate their questions or understanding regarding their child's current academic achievement with us, the educators. We want to improve parent communication and increase opportunities to do so in order to improve our learning environment. We want to create a welcoming environment where all stakeholders feel comfortable participating at school #5.
---	--

<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>	<ol style="list-style-type: none"> <li>1. Reach out to 100% of our parents to inform and to create a community atmosphere around school #5.</li> <li>2. To increase communication with parents/guardians institute a positive postcard program.</li> <li>3. To extend an open invitation to parents to get involved in their child's education institute a meet the teacher's event.</li> </ol>
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Attendance at Workshops Parent Participation in District/School Surveys

<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.
September- District-wide Open House	Ongoing for new registrants.	We will provide parents with an informational handout regarding how to enroll in our Remind program. The program is a text messaging system parents can use to stay informed on what is happening at school. Development: SCEP Committee Implementation: 50% of classroom teachers Review: Administrator
Each child receives at least one postcard by the end of May 2017.		Create and distribute a "positive postcard" that teachers can use to communicate encouraging information about their child's performance at school. Development: SCEP Committee Implementation: 100% of classroom teachers. Review: Administrator
First Friday of the school year.		Create a Meet the Teacher's event to immediately introduce parents to their child's teacher. Development: SCEP/PBIS Committee Implementation: 50% of parents attend
Winter Concert & Spring Concert	Post Concert for each event	Reach out to parents "where they are." Present a Curriculum Carousel as part of our concert series – highlighting what is happening in each classroom/grade level.
20-Jan-17	3/3/2017	
3/10/2017	Ongoing	Create an easy to use parent survey to provide us with information on how well School #5 is addressing the needs of our parents/students.  Utilize survey data as a building level professional development tool and share information with the PDC committee for consideration
