

ENTER DATA INTO ALL YELLOW CELLS.

LEA Name:	Malone Central School District
LEA BEDS Code:	161501060011
School Name:	Davis Elementary School

2016-2017 School Comprehensive Education Plan (SCEP)

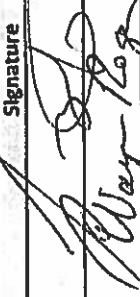

Contact Name	Lisa Dupree	Title	Principal
Phone	518-483-7802	Email	ldupree@malonecsd.org
Website for Published Plan	www.malonecsd.org		

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		Jerry Griffin	July 26, 2016
President, B.O.E. / Chancellor or Chancellor's Designee		Wayne Rogers	July 26, 2016

## 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 Information Sheet**

School Information Sheet			
Grade Configuration	preK-5	Total Student Enrollment	596
% of Students Eligible for Free Lunch	58%	% of Limited English Proficient Students	7%
		% of Students with Disabilities	13%
		% Attendance Rate	95%

Racial/Ethnic Origin of School Student Population					
% American Indian or Alaska Native	1%	% Black or African American	1%	% Hispanic or Latino	0%
		% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	97%
		% Multi-Racial			0%

School Personnel			
Years Principal Assigned to School	10	# of Assistant Principals	1
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0%	% Teaching with Fewer than 3 Years of Experience	0%
		# of Counselors / Social Workers	0
		Average # of Teacher Absences	9.5

Overall State Accountability Status					
Priority School	NA	Focus School Identified by a Focus District	x	SIG 1003(a) Recipient	x
Identification for ELA?	x	Identification for Math?	x	Identification for Science?	NA
ELA Performance at Level 3 and Level 4	16%	Math Performance at Level 3 and Level 4	36%	Science Performance at Level 3 and Level 4	70%
% of 1st Year Students Who Earned 10+ Credits (HS Only)	NA	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	NA	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	NA
Persistently Failing School (per Education Law 211-f)	NA	Failing School (per Education Law 211-f)	NA		
				SIG 1003(g) Recipient	NA
				Identification for High School Graduation Rate?	NA
				Four-Year Graduation Rate (HS Only)	NA
				Six-Year Graduation Rate (HS Only)	NA

School Information Sheet

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

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

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

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

**SCEP Plan Overview**

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

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

<input type="checkbox"/>	Limited Degree (Fewer than 20% of goals were achieved.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of goals were achieved.)
<input type="checkbox"/>	Moderate Degree (At least 50% of goals were achieved.)
<input type="checkbox"/>	Major Degree (At least 90% of goals were achieved.)
<input checked="" type="checkbox"/>	Not applicable - school is newly identified and does not have a SCEP
2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").
 

<input type="checkbox"/>	Limited Degree (Fewer than 20% of activities were carried out.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of activities were carried out.)
<input type="checkbox"/>	Moderate Degree (At least 50% of activities were carried out.)
<input type="checkbox"/>	Major Degree (At least 90% of activities were carried out.)
<input checked="" type="checkbox"/>	Not applicable - school is newly identified and does not have a SCEP
3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").
 

<input type="checkbox"/>	Limited Degree (No identified subgroups improved achievement.)
<input type="checkbox"/>	Partial Degree (Some of the identified subgroups improved achievement.)
<input type="checkbox"/>	Moderate Degree (A majority of identified subgroups improved achievement.)
<input type="checkbox"/>	Major Degree (All identified subgroups improved achievement.)
<input checked="" type="checkbox"/>	Not applicable - school is newly identified and does not have a SCEP
4. Rate the degree to which the activities identified in the previous year's SCEP Increased Parent Engagement (Mark with an "X").
 

<input type="checkbox"/>	Limited Degree (There was no increase in the level of Parent Engagement.)
<input type="checkbox"/>	Partial Degree (There was a minor increase in the level of Parent Engagement.)
<input type="checkbox"/>	Moderate Degree (There was a modest increase in the level of Parent Engagement.)
<input type="checkbox"/>	Major Degree (There was a significant increase in the level of Parent Engagement.)
<input checked="" type="checkbox"/>	Not applicable - school is newly identified and does not have a SCEP
5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").
 

<input type="checkbox"/>	Limited Degree (Fewer than 20% of planned activities were funded.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of planned activities were funded.)
<input type="checkbox"/>	Moderate Degree (At least 50% of planned activities were funded.)
<input type="checkbox"/>	Major Degree (At least 90% of planned activities were funded.)
<input checked="" type="checkbox"/>	Not applicable - school is newly identified and does not have a SCEP
6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").
 

<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input type="checkbox"/>	Tenet 2: School Leader Practices and Decisions
<input type="checkbox"/>	Tenet 3: Curriculum Development and Support
<input type="checkbox"/>	Tenet 4: Teacher Practices and Decisions
<input type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	Tenet 6: Family and Community Engagement
<input checked="" type="checkbox"/>	Not applicable - school is newly identified and does not have a SCEP



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).

Not applicable - school is newly identified and does not have a SCEP

- 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.

Not applicable - school is newly identified and does not have a SCEP

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

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

The initiatives primarily focus on collection and analysis of data to enable the school to identify curricula gaps and priorities, provide teachers with the skills needed to effectively differentiate small group instruction, and ensure students are recognized for positive bucket filling behaviors.

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

The school collects data, but does not yet have consistent systems across all Tenets to summarize/analyze the data and determine next steps based on the data:

- The school does not have a systematic process for examining multiple measures of student data, including statewide assessments, for the purpose of determining CCLS aligned ELA and math curricula priorities to ensure the taught curriculum provides students with ample opportunities to learn the "must know" standards-based skills necessary for success on the CCLS and related statewide assessments.
- Currently there is no data process/protocol used to drive differentiated small group instruction in math and the protocol used in ELA leaves some teachers with not always knowing what instructionally needs to be differentiated.
- The school does not have a system in place to collect and analyze student social/emotional Bucket Filler programmatic data so that program effectiveness can be determined to ensure the social/emotional needs of all students are being met.
- The school does not have a process in place to know whether parents understand academic expectations for their child, are able to implement strategies to support their child's learning at home, or if parents know who to go to if their child needs help.

- 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.

The guiding principle is when children leave this school they have had a successful experience and are valued regardless of their differences. The Mission Statement is: *it is our goal at Davis that all students, regardless of differences, develop and progress intellectually, socially, emotionally, and physically through learning as a partnership between school, home, and community.* In order to ensure all students develop and progress, the school must embrace data-based decision-making practices so that school practices maximize student success in all areas.

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

There will be a 10% increase in the economically disadvantaged subgroup PI in the grades 3-5 ELA/Math statewide assessments.

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

The primary structure the school will use to implement the guiding principles is through the use of Teams – data teams and grade level teams. In addition, the school structure includes scheduled opportunities for collaborative conversations during team meetings, conferences with parents twice a year to discuss student strengths and progress, and monthly BEST assemblies (character development) to reinforce positive student behaviors with students.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.
- Due to the large district geographic region and related bussing schedule, children begin arriving at 7:20 at the same time teachers do (even though school doesn't start until 8:00) and students are here until the time teachers leave (2:40). As a result, there is no time before students arrive or after students leave for teachers to meet to review data, curricula, and instruction. An attempt has been made to schedule common grade level planning time during the school day, but because there are 5 classes in grades K through 2 and only 4 "specials", one teacher is always left out. Fortunately, grades 3 through 5 have teachers which allows them to schedule one 40-minute grade level team meeting per week.
- Most professional development is planned on a district-wide level. As a result, there are few "openings" left during the school year for the school to provide school-specific PD related to school priorities.
- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.
  - Data team will examine multiple measures of ELA and math data to identify CCLS-aligned skill areas that are gaps/needs so that those areas can be identified as curricula priorities.
  - Teachers in grades 2 and 3 will attend professional development conducted by a consultant (Becky Duprey) that is focused on aligning the math curriculum to priority CCLS-aligned "must know" skills via learning centers and hands-on approaches.
  - Grade 4 and 5 teachers will attend the Math camp in June or August with a follow-up in November. The camp will focus on implementing priority "must know" CCLS-aligned Math curriculum in grades 4 & 5.
  - Grade level and department coordinators will be provided with PD on the process of curriculum mapping so they can facilitate the curriculum mapping initiative with grade levels or department teams.
  - Instructional staff will be provided with PD regarding which CCLS-aligned skills/standards are curricula and instructional priorities
  - Teachers in grades K-3 will attend professional development (August 25-26, 2016) conducted by a consultant (Nicole Warr) on whole and small group brain-based strategies for incorporating movement into math and literacy fundamentals so that diverse student learning needs may be more effectively met.
  - Teachers in grades 2 and 3 will attend professional development conducted by a consultant (Becky Duprey) that is focused on differentiating Math small group instruction via learning centers and hands-on approaches so that student learning needs may be more effectively met.
  - Grade 4 and 5 teachers to attend the Math camp in June or August with a follow-up in November. The camp will focus on differentiating Math small group instruction so that student learning needs may be more effectively met.
  - For teachers who are unable to attend the professional development provided during the summer, the school leader will include a standing agenda item on each monthly faculty meeting and grade level meetings where teachers will share how they have incorporated the strategies into small group instruction.
  - A consultant will train the assistant principal, ELA coordinator, and math coordinator on data meeting facilitation practices and procedures so that when they facilitate quarterly grade level data meetings in ELA and math, the meetings are focused with teachers identifying plans to address priority skills during differentiated small group instruction throughout the upcoming quarter.
  - In 10 weekly after school sessions between October and December, the Elementary ELA Coordinator will facilitate a book study group for classroom teacher volunteers using the book *Math Worksheets Don't Grow Dendrites*. The book study group will provide teachers with strategies to engage students and differentiated activities in ELA.
  - In 10 weekly after school sessions between October and December, the Elementary Math Coordinator will facilitate a book study group for classroom teacher volunteers using the book *Math Worksheets Don't Grow Dendrites*. The book study group will provide teachers with strategies to engage students and differentiated activities in math.
  - The school leaders will present the system for dispensing/collecting/analyzing bucker filler recognition data to school staff the first day of school so that all school staff have a clear understanding of the expectation and their role in implementation.



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

Methods of dialogue the school leaders will implement to strengthen relationships with school staff and community include:

- The monthly publishing and dissemination of the Caper Paper Newsletter which focuses on informing the community about school news
- The school's website
- Monthly faculty meetings
- Monthly Parent Survey developed by School Improvement Team
- 7:20-8:00 "Welcome" where parents may access the building, walk children to class, and have informal conversations with staff, teachers, and principals
- A minimum of 2 face to face conferences between teachers and parents during the school year
- Bucket Filling recognition postcards sent home throughout the school year
- VIP Board (Very Important Person) students recognized for accomplishments relating to academics and character traits. Awards are displayed in the lobby for parents and school community to see and then sent home. A picture of child is on the award.
- PTA events: evening Spring Fling, Parent Appreciation Dinner (staff hosts parents), Open House, Re-acquaintance Day (welcome back to school event).
- Parents invited to attend field trips
- Parents may go to the library with their child from 7:20-8:00 to exchange books each morning
- Parents are invited to eat breakfast in school with their child
- Student-led Conferences

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

Re-acquaintance Day (just prior to the start of school for parents and their child to meet the teacher).

- PTA meetings,
- school Caper Paper (monthly),
- One Call Now (initiatives to support plan goals),
- Open House,
- Parent Teacher Conferences,
- Student-Led Conference at report card conference (starting in grade 2)

- 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.

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.) include:

- Established contacts at each pre-K site
- 3 full day UPK classrooms are housed at Davis
- An educator from Davis meets with Head Start and North Country Preschool Director
- Principal meets with each teacher at Head Start to learn about the students' needs and strengths. Each student has an individual folder of information regarding their progress. Sharing of records.
- Kindergarten staff go to Head Start and NCPS to meet children/ parents for kindergarten screening.
- During the screening process, parents complete a tool that requests information regarding their child's preschool experience. It addresses any concerns the parents may have and allows them to give feedback regarding their child and program.
- Davis Home-School Coordinator is present to answer questions and link assistance to families.
- A day is scheduled for parents and children to come to school to meet teachers before school starts.
- Outreach to families not enrolled by Home-School Coordinator
- Invited to participate in district PD activities

**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					
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					
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"					
Teacher Attendance at Professional Development					
Parent Attendance at Workshops					
Parent Participation in District/School Surveys	Y				
SMART Goal Monitoring Quarterly Report		Y			
Quarterly review of Curriculum Maps and related pacing calendars			Y		
Quarterly review of Classroom visit "look-for" data			Y		
Review of Quarterly Data Meeting Action Plans from each classroom			Y		
5 Week Review of Student Attendance				Y	
Quarterly Review of Bucket Filling Recognition data				Y	
Monthly parent Survey Results Summary Reports				Y	

**Tenet 2: School Leader Practices and Decisions**

<p><b>Tenet 2 - School Leader Practices and Decisions</b></p>	<p>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.</p>
<p><b>B1. Most Recent DTSDE Review Date:</b></p>	<p>February 29 - March 1, 2016</p>
<p><b>B2. DTSDE Review Type:</b></p>	<p>District-supervised completed DTSDE School Self-Reflection</p>
<p><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.</p>	<p>As a result of the District Supervised DTSDE School Self-Reflection, it was determined that although the school collects data, it does not have consistent systems across all Tenets to summarize and analyze the data to determine if the school has achieved its priorities.</p>
<p><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.</p>	<p>By August 2016, 80% or more of the goals in the SCEP will be met as evidenced by the school's SMART goal monitoring report.</p>
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>SMART Goal Monitoring Quarterly Report</p>
<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p>1-Nov-16</p>
<p><b>E2. End Date:</b> Identify the projected end date for each activity.</p>	<p>23-Jun-16</p>
<p><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</p>	<p>The school principal will arrange for the school leaders and the school's Focus Review Team to meet quarterly to examine SMART goal leading indicators to determine if progress toward achieving the school's SMART goals is on track and identify adjustments if progress isn't going as planned in an effort to ensure the SMART goals are achieved by August.</p>
<p>1-Nov-16</p>	<p>23-Jun-16</p>
<p>1-Nov-16</p>	<p>23-Jun-16</p>
<p>1-Nov-16</p>	<p>23-Jun-16</p>
<p>1-Nov-16</p>	<p>23-Jun-16</p>
<p>1-Nov-16</p>	<p>23-Jun-16</p>
<p>1-Nov-16</p>	<p>23-Jun-16</p>
<p>1-Nov-16</p>	<p>23-Jun-16</p>
<p>1-Nov-16</p>	<p>23-Jun-16</p>
<p>1-Nov-16</p>	<p>23-Jun-16</p>

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</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-		
<b>B1. Most Recent DTSDE Review Date:</b>	February 29 - March 1, 2016		
<b>B2. DTSDE Review Type:</b>	District-supervised completed DTSDE School Self-Reflection		
<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.	As a result of the District-supervised DTSDE School Self-Reflection, the school recognizes it does not have a systematic process for examining multiple measures of student data, including statewide assessments, for the purpose of determining CCLS-aligned ELA and math curricula priorities to ensure the taught curriculum provides students with ample opportunities to learn the CCLS-aligned standards-based skills necessary for success on the CCLS and related statewide assessments.		
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2017, 100% of the ELA and math taught curriculum will be aligned to the CCLS standards and mapped with pacing calendars as evidenced by a review by the curriculum teams consisting of subject and grade level coordinators.		
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly review of Curriculum Maps and related pacing calendars		
<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	
16-Aug-16	18-Aug-16	The district leader will arrange for a consultant to facilitate the school's data team's analysis of multiple years of student statewide assessment data results in both ELA and math so that trends relating to the priority ELA and math CCLS that are curricular strengths and gaps are identified at each grade level. The analysis will be conducted in August and the data team will be comprised of grade level teacher representatives, ELA and math coordinators, and one of the school leaders.	
1-Sep-16	1-Sep-16	On September 1, the school leaders, with assistance from members of the school's data team, will provide instructional staff with an overview of trends identified relating to the priority ELA and math CCLS that are curricular strengths and gaps at each grade level so that instructional staff may adjust instruction to provide students with ample opportunities to develop the necessary skills to be academically successful.	
7-Jul-16	13-Jul-16	In July 2016, the school leaders will arrange for teachers in grades 2 and 3 to attend professional development conducted by a consultant that is focused on aligning the math curriculum to priority CCLS-aligned "must know" skills via learning centers and hands-on approaches so that teachers know which skills should be curriculum priorities.	

27-Jun-16	15-Nov-16	The school leaders will arrange for grade 4 and 5 teachers to attend the Math camp in June or August with a follow-up in November. The camp will focus on implementing priority "must know" CCLS-aligned Math curriculum in grades 4 & 5 so that teachers know which skills should be curriculum priorities. (June 27 – July 1, 2016; August 15 – 19, 2016; November 15, 2016)
6-Sep-16	30-Sep-16	The district leader will arrange for a consultant to provide grade level/department coordinators and school leaders with professional development in September in facilitation of the curriculum mapping process, including format and related protocols, for the purpose of building district capacity.
1-Oct-16	23-Jun-17	Using a common map and pacing calendar format and protocols, grade level/department coordinators will facilitate quarterly meetings with ELA and math teachers from each grade level to develop CCLS-aligned curriculum maps/pacing calendars that emphasize the priority ELA and math standards so that all instructional staff in each ELA and math course have a roadmap to ensure curriculum and instruction focus on the necessary skills.
12-Sep-16	31-Oct-16	By October 31st, the grade level and ELA and math coordinators will work with Davis teachers at each grade level to develop grade level SMART goals focused on the ELA and math "must know" CCLS-aligned priorities so that each grade level has instructional targets geared towards increasing CCLS-aligned student achievement.
15-Sep-16	15-Jun-17	The school principal will schedule and grade level coordinators will facilitate quarterly grade level data meetings with Davis grade level teachers to determine student progress toward priority grade level SMART goals. Quarterly action plans will be developed to ensure that what is taught over the next quarter improves student outcomes toward SMART goal achievement.
1-Nov-16	23-Jun-17	School leaders will meet quarterly with the school's Focus Review Team to review progress towards achieving the school's SMART goal and to identify adjustments if progress isn't going as planned in an effort to ensure the SMART goal is achieved by June.



## Tenet 4: Teacher Practices and Decisions

<p><b>Teacher Practices and Decisions:</b> 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</p>	
<p>February 29 - March 1, 2016</p>	
<p>District-supervised completed DTSDE School Self-Reflection</p>	
<p>According to the District-supervised DTSDE School Self-Reflection, currently there is no data process/protocol used to drive differentiated small group instruction in math and the protocol used in ELA leaves some teachers with not always knowing what instructionally needs to be differentiated.</p>	
<p><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.</p>	<p>By June 2017, a minimum of 90% of teachers will implement differentiated small group instruction in ELA and math driven by analysis of data as evidenced by classroom visit data collected by the school leaders.</p>
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Quarterly review of Classroom visit "look-for" data Review of Quarterly Data Meeting Action Plans from each classroom</p>
<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p><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.</p>
<p>25-Aug-16</p>	<p>The school leaders will arrange for teachers in grades K-3 to attend professional development (August 25-26, 2016) conducted by a consultant on whole and small group brain-based strategies for using movement to teach math and literacy fundamentals so that diverse student learning needs may be more effectively met.</p>
<p>7-Jul-16</p>	<p>In July 2016, the school leader will arrange for teachers in grades 2 and 3 to attend professional development conducted by a consultant that is focused on differentiating Math small group instruction via learning centers and hands-on approaches so that student learning needs may be more effectively met.</p>
<p>27-Jun-16</p>	<p>The school leader will arrange for grade 4 and 5 teachers to attend the Math camp in June or August with a follow-up in November. The camp will focus on differentiating Math small group instruction so that student learning needs may be more effectively met. (June 27 – July 1, 2016; August 15 – 19, 2016; November 15, 2016)</p>
<p>6-Sep-16</p>	<p>For teachers who are unable to attend the professional development provided during the summer, the school leader will include a standing agenda item on each monthly faculty meeting and grade level meetings where teachers will share how they have incorporated the strategies into small group instruction.</p>



2-Jan-17	31-Jan-17	By January 2017, the school leader will arrange for a consultant to provide K-5 classroom teachers with professional development on strategies for differentiating small group instruction during the ELA block so that student learning needs may more effectively met.
1-Oct-16	31-Oct-16	In October, the school leader will arrange for a consultant to train the assistant principal, ELA coordinator, and math coordinator on data meeting facilitation practices and procedures so that when they facilitate quarterly grade level data meetings in ELA and math, the meetings are focused and result in teachers identifying plans to address priority skills during differentiated small group instruction throughout the upcoming quarter.
15-Sep-16	23-Jun-17	The assistant principal, in collaboration with the ELA coordinator, will facilitate quarterly grade level data meetings where data is used to identify instructional priorities teachers will address during differentiated small group instruction so that students are provided with ample opportunities to increase ELA skill acquisition.
15-Sep-16	23-Jun-17	The assistant principal, in collaboration with the math coordinator, will facilitate quarterly grade level data meetings where data is used to identify instructional priorities teachers will address during differentiated small group instruction so that students are provided with ample opportunities to increase math skill acquisition.
6-Sep-16	23-Jun-17	During the ELA and math blocks, teachers will implement lessons that focus on "must know"/priority CCLS-aligned skills and will differentiate small group instruction so that diverse student learning needs are addressed.
1-Oct-16	15-Dec-16	In 10 weekly after-school sessions between October and December, the elementary ELA coordinator will facilitate a book study group for classroom teacher volunteers using the book Reading and Language Worksheets Don't Grow Dendrites. The book study group will provide teachers with strategies to engage students and differentiated activities in ELA.
1-Oct-16	15-Dec-16	In 10 weekly after-school sessions between October and December, the elementary math coordinator will facilitate a book study group for classroom teacher volunteers using the book Math Worksheets Don't Grow Dendrites. The book study group will provide teachers with strategies to engage students and differentiated activities in math.
18-Jul-16	30-Sep-16	By September 30th, the school leaders, in collaboration with the ELA and math coordinators, will develop a class visit "look-for" tool so school leaders have a tool to monitor teacher differentiation of ELA and math small group instruction based on an analysis of data.

**Tenet 5: Student Social and Emotional Developmental Health**

<p><b>Tenet 5 - Student Social and Emotional Developmental Health</b></p> <p><b>Student Social and Emotional Developmental Health:</b> 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.</p>	
<p><b>B1. Most Recent DTSDE Review Date:</b></p>	<p>February 29 - March 1, 2016</p>
<p><b>B2. DTSDE Review Type:</b></p>	<p>District-supervised completed DTSDE School Self-Reflection</p>
<p><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.</p>	<p>According to the gap identified during the district-supervised school self-reflection process, the school does not have a system in place to collect and analyze student social/emotional Bucket Filler programmatic data so that program effectiveness can be determined to ensure the social/emotional needs of all students are being met.</p>
<p><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.</p>	<p>By June 2017, a minimum of 80% of students in each class will be recognized by classroom teachers for bucket filling behavior as evidenced by bucket filling data collection.</p>
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>5 Week Review of Student Attendance Quarterly Review of Bucket Filling Recognition data</p>
<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p><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.</p>
<p>12-Jul-16</p>	<p>By mid-July, the principal will arrange for one of the school leaders and the school counselors to design a system for collecting and maintaining a record of Bucket Filler recognition slips so that the data can be summarized and analyzed quarterly and the school can determine if a minimum of 80% of students are on the trajectory of receiving recognition for Bucket Filling behavior by June.</p>
<p>1-Sep-16</p>	<p>The school leaders will present the system for dispensing/collecting/analyzing bucket filler recognition data to school staff the first day of school so that all school staff have a clear understanding of the expectation and their role in implementation.</p>
<p>6-Sep-16</p>	<p>School staff will implement the system for dispensing/collecting/analyzing bucket filler recognition data daily throughout the school year so that positive student behavior is recognized and the school can determine if students are benefiting from the program.</p>
<p><b>E2. End Date:</b> Identify the projected end date for each activity.</p>	
<p>13-Jul-16</p>	
<p>1-Sep-16</p>	
<p>23-Jun-16</p>	

1-Nov-16	23-Jun-17	The school principal will arrange for and the school counselors will lead quarterly discussions during faculty meetings on the Bucket Filling data collected to ensure progress toward achieving the SMART goal is being made. Staff will identify adjustments if progress isn't going as planned in an effort to ensure the SMART goal is achieved by June.
1-Nov-16	23-Jun-17	The school leaders, in collaboration with the school counselors, will analyze student attendance data quarterly as compared to attendance data from previous 2 years to see if recognition of bucket-filling behavior has a positive impact on student attendance and students are benefiting from the program.

**Tenet 6: Family and Community Engagement**

<p><b>Tenet 6 - Family and Community Engagement</b></p>	<p>The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic</p>	
<p><b>B1. Most Recent DTSDE Review Date:</b></p>	<p>February 29 - March 1, 2016</p>	
<p><b>B2. DTSDE Review Type:</b></p>	<p>District-supervised completed DTSDE School Self-Reflection</p>	
<p><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.</p>	<p>According to the gap identified during the district-supervised school self-review process, the school does not have a process in place to know whether parents understand academic expectations for their child, are able to implement strategies to support their child's learning at home, or if parents know who to go to if their child needs help.</p>	
<p><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.</p>	<p>Between October 2016 and May 2017, 100% of instructional staff will increase monthly reciprocal communication with families to include one targeted survey question per month focused on parents' understanding of academic expectations, strategies to support student learning at home, and who parents can go to if their child needs help as evidenced by a summary of monthly survey results by class, grade level, and school.</p>	
<p><b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Monthly parent Survey Results Summary Reports</p>	
<p><b>E1. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>E2. End Date:</b> Identify the projected end date for each activity.</p>	<p><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. <u>Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u></p>
<p>15-Sep-16</p>	<p>30-Sep-16</p>	<p>By the end of September, the school principal will arrange for the School Improvement Committee to partner with a few parent volunteers to create 9 survey questions focused on determining parents' understanding of academic expectations, whether they are aware of and use strategies to support their child's learning at home, and if parents know who they can go to if their child needs help so that the school can take steps to improve its relationship with parents.</p>
<p>1-Sep-16</p>	<p>2-Sep-16</p>	<p>The school leaders will communicate the survey-related expectations with teachers during a staff meeting on one of the first two days of school so that all staff have a clear understanding of the expectation and their role in implementing the expectations.</p>

12-Sep-16	5-Jun-17	Teachers will implement the expectation to survey parents on the first Monday of each month by sending the designated monthly survey question home to the parents of each child in their class via student communication folders. Teachers will share the expectation with students that they are to bring back a response the next day and will monitor responses that are returned. Teachers will initiate a direct contact with parents who do not send back a response to encourage a 100% response rate.
19-Sep-16	12-Jun-17	Monthly, teachers will summarize their class survey responses within a week of surveying parents so that they can be shared at grade level meetings scheduled for the following week.
19-Sep-16	12-Jun-17	Teachers at the same grade level will meet a week after the survey question is sent home to summarize and discuss grade level results. One volunteer teacher at each grade level will send the summarized grade level survey results to the principal so that the principal can summarize the results to create a school-wide profile.