

LEA Name:	Johnson City Central School District
LEA BEDS Code:	031502060001
School Name:	Johnson City Intermediate School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

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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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent			
President, B.O.E. / Chancellor or Chancellor's Designee			

Statement of Assurances

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

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

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
March 2, 2018	Johnson City Elementary School		
April 25, 2018	Johnson City Elementary School		
July 23, 2018	Johnson City Elementary School Atrium		

Name	Title / Organization	Signature
Nathan Luce	5th Grade Teacher	
Denise Riley	Principal	
Nancy Ramirez	2nd Grade Teacher	
Lacey Skorupa	4th Grade Teacher	
Matthew Yagley	3-5 Behavior Intervention Teacher	
Tim Talcott	4th Grade Teacher	
Cathy Felice	K-5 Art Teacher	
Bethany Earl	Reading Teacher	
Sarah Tesar	Kindergarten Teacher	
Colleen Harlan	1st Grade Teacher	
Heather Hauer-Ross	Parent	
Laurie Whitney	3rd Grade Teacher	

SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

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

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

Throughout the course of the year, we noted a significant difference in the implementation of professional development by teachers. We met our goal set for Tenet 2 in that area. As the year progressed, school leaders noted an increase in students being posed higher order questions and being provided with more opportunities for collaborative thinking and problem-solving. However, we anticipated a higher implementation rate in that area than what was demonstrated.

- 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.

Last year, we made several adjustments to our plan in response to data. For Tenet 2, we recognized the importance of providing opportunities for teachers to not only meet with leaders and coaches for data meetings; we realized that it is vital to look at data with grade level partners and develop plans together. The dialogue between teachers about their data was profound and helped them develop stronger action plans to promote student learning. Collaboration is at the core of everything we do, and it is important to include that in all facets of work. For Tenet 3, we altered the plan to provide more opportunities for staff to grapple with STAR data. In addition, as a building, we need to continue to go back to roots of our instruction, particularly in reading. Refreshers in the curriculum and structure of teaching the content were vital in helping teachers become more confident in their instruction, which results in more effective learning opportunities for students. For Tenet 4, we continued to emphasize higher order thinking. However, the initial plan noted adding focus to differentiation. Based on teacher feedback, they needed to be able to stick with one concept and become very strong in it in order to have an impact. Thus, we continued our focus on higher order thinking and questioning throughout the remainder of the year. We noted growth, but not enough to meet our goal. For Tenet 5, we made a major change in our plan by assigning one student support staff member to a grade level to push-in to classrooms. This impacted the most change. Students who were provided push-in support were less likely to leave class. For Tenet 6, our most remarkable change came from using technology as a means for connecting with families. We began recording books and lessons for families to see on Facebook. We also sent home a monthly newsletter. We found that we had more families tuning in to those than we typically get at an evening event.

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

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

In this plan, we will implement the use of the new walkthrough tool as a basis for actionable feedback and professional development planning. The district-wide expectations will be implemented fully as well. In addition, the plan outlines opportunities for collaboration among staff across and within grade levels to analyze data, improve curriculum, strengthen teaching, and boost academic achievement.

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

After review of data, survey results, and DTAR recommendations, several needs have emerged. At the district level, expectations for planning, teaching, and learning were required in order to promote academic achievement. In addition, it was noted that we must have a district-wide walkthrough tool that assesses implementation of the district expectations along with professional development opportunities based on the actionable feedback provided in walkthroughs. The current plan is built around those two needs along with building a strong curricular foundation and a positive learning environment for all students. Additionally, the need exists for stronger relationships with families, especially those at-risk in attendance, academics, social-emotional/behaviors.

- 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 principles of the school are as follows: all students can learn well given enough time and appropriate learning conditions; the most significant factor promoting learning is an environment that develops and supports strong collaborative relationships among all; and all instructional staff works collaboratively to create effective and engaging lessons by maximizing learning, using best practices and current research. These principles align with our needs, for we are working to build a positive learning environment that engages students, and the plan focuses on staff working collaboratively to enhance student learning through powerful, engaging lessons. This will be supported through the walkthrough process, which will be cyclical in nature, beginning with the expectations set by the district, assessment of implementation, feedback, professional development with the expectations, re-assessment, etc.

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

Students in grades 2-5 will demonstrate the following: progress one level in the reading and writing progressions each unit, grow by one F&P level per quarter (or 3 per year), and show growth on STAR Math. Students in grades K-1 will show the same growth in F&P levels while demonstrating ____ growth on the STAR Early Literacy assessment. (THIS NEEDS SERIOUS WORK) Additionally, students in our identified subgroups will have at least 90% attendance and have a reduction of removals from class by 50%.

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

The implementation of the principles will be based on maintaining several structures. The walkthrough process will be at the forefront, which will require leaders to create a schedule to ensure all are complete each month. In addition, building the schedule for planning and professional development will be vital for success. Having a predetermined schedule for home visits for tenets 5&6 are also critical from the beginning of the year.

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

Time will be the largest barrier. We must ensure that scheduled meeting and planning times are sacred. We must also ensure that our protocols for data and collaborative meetings are set from the beginning to ensure efficiency and fidelity.

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

Professional development opportunities in the following areas will be provided: enhanced instructional process (to promote effective planning, teaching, and learning), cultural responsiveness and trauma-informed practice (to improve school climate and nurture positive learning environment), higher order thinking and collaborative practice (to spark student engagement, student-driven instruction, and higher levels of learning).

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

The following forms of communication and dialogue will be implemented: Wildcat Weekly Warm-Up (message for staff), grade level team meetings, monthly faculty meetings, data meetings with school leaders, vertical alignment meetings, and an open-door policy. In addition, we will initiate community-building activities throughout the school year to strengthen relationships.

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

It will added to our school and district website.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	March 6-8, 2018
B2. DTSDE Review Type:	DTAR

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on feedback from the March 2018 DTAR review, we lack clear expectations for lesson planning, the delivery of lessons, and student learning. This gap has been echoed by teachers through the PLC survey results from October 2017 as well as an informal survey provided to teachers in June 2018. As a district, we need to set clear expectations for high quality teaching and learning that must be monitored for implementation through monthly school leader executive summaries that include walkthrough, observation, and student achievement data. In addition, building leaders need to provide actionable feedback to teachers that directly correlates to the district priorities and expectations while also holding teachers accountable for implementing the feedback within a designated amount of time.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	School leaders will use walkthrough and observation data, teacher input, and student assessment data to provide monthly professional development opportunities that will promote high quality teaching and learning as indicated by the district-level expectations. Implementation of feedback and targeted professional development will be evidenced in 50% of walkthroughs and observations by December 1, 75% by March 1, and 100% by May 1.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walkthrough data, Units of Study Assessments, Content Area Assessments, STAR, F&P

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be
6/23/2018	6/23/2018	District leaders and coaches will present professional development on the enhanced instructional process and district-level expectations in order to promote highly effective teaching and student learning.
9/1/2018	6/1/2019	Leaders will plan and deliver targeted professional development once per month with an emphasis on curriculum, instruction, and lesson planning that addresses student achievement gaps, and leverage points communicated in monthly walkthroughs.
9/1/2018	9/1/2018	Leaders will develop a planning period schedule that provides opportunities for teachers to plan with a small grade level team, full grade level team, and vertical alignment teams with grade levels above and below them. The schedule will allow for collaboration in lesson and unit planning and best practices that will lead to improvement in student achievement. Vertical teams will meet once per month (alternating between the grade level above and below), small teams will meet once per six day cycle, and full teams will meet once per cycle. Leaders will set the agenda and facilitate vertical team meetings and full team meetings with assistance from teachers and instructional coaches.
9/17/2018	6/1/2019	Leaders will provide opportunities each quarter for teachers to visit classrooms for learning walks. Teachers will visit classrooms that demonstrate exemplary teaching practices in an area in which the observer needs growth. Teachers chosen to complete learning walks will be based on walkthrough/observation data and feedback.

9/17/2018	6/1/2019	School leaders in the K-5 building will meet weekly to analyze walkthrough and observation feedback and develop plans for professional development. The building leader will create an executive summary at the end of each month to share with district-level administration.
11/1/2018	6/1/2019	School leaders will invite representatives from the community-based preschool programs to collaborate and align curriculum to ensure student readiness to enter kindergarten. This will occur in November, February, and May.
9/1/2018	6/1/2019	School leaders will create a resource guide for teachers that clearly illustrates the four district expectations (what do they look like). Teachers will be able to use this as a resource for best practices as well as a reference for walkthroughs as a means of improving instruction.
9/10/2018	5/15/2019	Leaders will complete monthly walkthroughs including actionable feedback with a focus on the district expectations: positive learning environment, planning, teaching, and learning. Leaders will circle back to the same teacher each month from September-December in order to ensure that feedback has been implemented. Leaders will be assigned different teachers for the remainder of the year and follow the same process. Additionally, leaders will use the walkthrough data to provide professional development that aligns with the district expectations, teacher needs, and student learning.
9/1/2018	6/1/2019	School leaders will meet with instructional/data coaches once per month to discuss curriculum and instruction needs as well as data. During these meetings, professional development will be planned in order to meet teacher needs, which will foster academic growth in students.
9/8/2018	9/8/2018	Leaders will provide classroom teachers with gap analysis data and/or STAR data for each student in order for them to identify gaps and use the information to plan instruction to better meet the NYS Standards.
8/1/2018	8/30/2018	School leaders will meet with district level leaders to determine protocols and structures of data meetings.
8/1/2018	10/15/2018	School leaders will collaborate with the department coordinators, the Assistant Superintendent, Director of Elementary Education, instructional coaches, and teachers to develop an aligned curriculum across content areas and grade levels, setting expectations for high impact instruction in areas such as guided reading and workshop practices for math, reading, and writing.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support		Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	March 6-8, 2018	
B2. DTSDE Review Type:	DTAR	
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on feedback from the March 2018 DTAR Review, walkthrough data (2017-18), and staff and student surveys throughout the 2017-18 school year, we need a prioritized, aligned curriculum that addresses gaps that have been identified through all NYS Assessment results (2018) and other classroom and school-based assessments while also providing opportunities to challenge students at higher levels. Teachers need to use the data to plan lessons that promote the development of skills needed to close gaps and support the needs of the learners in their rooms, particularly ENL and special education students. The curriculum must be accessible and relatable to students of diverse ethnic backgrounds while being delivered using the enhanced instructional process.	
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Through the use of a prioritized curriculum that is tailored to close the academic gaps of individual students, students in grades 2-5 will demonstrate the following: progress one level in the reading and writing progressions for each Unit of Study, increase reading by one F&P level per quarter (or 3 per year), and demonstrate growth on STAR Math by 1.0 GE. Students in grades K-1 will show growth of one F&P level per quarter while demonstrating a 1.0 growth in GE on the STAR Early Literacy assessment. In addition, all students will demonstrate a level 3 or 4 (65-100) on science and social studies assessments, which will indicate that students have met or exceeded the NYS Standards with distinction.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Team meeting minutes, F&P benchmark scores, STAR Assessments, Classroom assessments	
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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be
9/1/2018	6/30/2019	Teachers will meet with vertical teams once per month to ensure fidelity to curriculum and align content. This will reduce the gaps caused by lagging skills due to lack of instruction. In addition, it will allow for the alignment of mentor texts used to provide the same experience for all students within a grade level without repetition across grade levels. The schedule will operate as follows: September (k-1, 2-3, 4-5), October (1-2, 3-4, 5-6), November (K-1, 2-3, 4-5), etc...
9/1/2018	6/1/2019	Teachers will meet within grade level teams prior to teaching each unit to develop two essential questions and a target outcome for the unit and plan lessons that will help students fulfill the outcomes. Teachers will use the Units of Study, NYS Math Modules, Next Gen Standards, and Social Studies Inquiries as a basis for developing the questions, outcomes, and plans.
8/15/2018	10/15/2018	Teachers, in collaboration with instructional coaches and school leaders, will create a curriculum pacing guide/plan for each content area that prioritizes the most important curriculum that must be taught while allowing for supplemental instruction to close gaps in understanding for all students. Teachers will use the Units of Study, NYS Math Modules, Next Gen Standards, and Social Studies Inquiries as a basis for developing the questions, outcomes, and plans. Supplemental instruction will be planned based on classroom level data.

9/15/2018	6/1/2019	Instructional/data coaches will provide targeted curricular support and professional development through coaching cycles to all teachers based on individual data analysis and identified needs of individual teachers.
9/1/2018	6/15/2019	School building leaders will provide teachers with opportunities once per month for extended planning time for curriculum, particularly new areas, and professional development from 8:00-9:30 or 2:30-4:00. The purpose behind the extended planning is to allow teachers time to refine the curriculum and plan lessons that meet the district's expectations for planning, teaching, and learning while promoting student growth.
9/1/2018	5/15/2019	School building leaders will utilize the monthly walkthrough tool and teacher input to assess implementation of PD and further needs with a curricular focus in order to strengthen teacher's knowledge and improve student learning.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	March 6-8, 2018
B2. DTSDE Review Type:	DTAR

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on the DTAR feedback from the March 2018 review, student learning opportunities lacked active engagement, higher order thinking, student-centered learning, and a demonstration of 21st Century skills, which hindered student achievement. In addition, interviews with students as part of Wildcat STARS (Students Teaming with Adults to Reform School) revealed that students do not have opportunities to collaborate and problem-solve together during lessons. The DTAR also reported that there must be clear expectations for high level teaching and learning.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Teachers will increase engagement by following the enhanced instructional process, embedding higher order thinking, student-centered learning, and collaborative practice into each lesson. These components of high level teaching and learning will be evident in 50% of walkthroughs by November 2018, 75% by January 2019, and 100% by May 2019.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walkthroughs, observations, Wildcat STARS monthly meetings

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	6/1/2019	School building leaders will use monthly walkthroughs to look for evidence of the district expectations for positive learning environment, planning, teaching, and learning. Specifically, leaders will note the implementation of the enhanced instructional process, higher order thinking, student-centered learning, and the integration of collaborative practice into each lesson. Collecting this data will assist building leaders in determining additional professional development needs. Additionally, it will lead to academic growth in students as they move beyond lower level Bloom's.
9/1/2018	6/1/2019	Professional development opportunities will be provided to teachers at least once per month based on leverage points noted in walkthroughs. This will create a consistent cycle of improvement after teachers receive actionable feedback.
6/23/2018	6/1/2019	Instructional coaches will provide professional development to teachers focusing on the enhanced instructional process in order to promote high quality instruction and authentic learning experiences.
9/1/2018	6/15/2019	School building leaders, coaches, and teachers will use quarterly STAR data to determine areas of deficiency for students. They will use the data to group students and create lesson plans that will close the gaps on students' lagging skills.

9/1/2018	6/15/2019	School building leaders and coaches will meet with classroom teachers quarterly to analyze personal classroom data, create goals, and develop action plans. Analyzed data will include Units of Study Assessments and Math Module Assessments (multi-step word problems) in order to foster growth in literacy.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	March 6-8, 2018
B2. DTSDE Review Type:	DTAR

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on information reported in the October 2017 PLC survey as well as interviews from students in our Wildcat STARS, students are not receiving the social-emotional supports they need to be successful in the classroom. This is also indicated by the increase in student discipline referrals. In order to make academic gains, we need to improve overall school climate, which will promote social-emotional health.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 100% of students will agree to some degree that our school is safe, comfortable, and positive as evidenced by responses on Johnson City Elementary School Climate Survey. In addition, through strengthened Tier I behavioral instruction and Tier II supports, students identified as at-risk will achieve a 25% decrease in the number of instances in which they are removed or sent from class due to behavioral incidents.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Wildcat STARS, Climate Survey (provided in September, January, and June), student discipline data

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/2018	6/15/2019	Student support team members will conduct home visits on a rotating basis monthly to build school-home connections with identified at-risk students.
9/5/2018	9/7/2018	Staff will receive a refresher training in PBIS practices and Tier 1 interventions before school begins in September to prevent and solve in-class behavior problems using the Board of Regents May 2018 Sample Tiered Interventions (p.42) as a reference.
9/6/2018	6/15/2019	Teachers will use morning meeting time each day to incorporate character education and character words of the month as a means of building community and positive school culture.
9/6/2018	6/15/2019	Teachers will integrate positive character educational principles into curriculum whenever possible. This will provide opportunities for students to transfer the morning meeting topics to their academics.
9/6/2018	6/15/2019	Classroom and PE teachers will implement the NYS Mental Health Curriculum in order to promote social-emotional health and well-being of all students.
9/6/2018	10/1/2018	School leaders and staff will develop a set of building-level beliefs, expectations, and protocols for managing social-emotional deregulation as well as interventions to help regulate students.

9/5/2018	10/1/2018	Central Office administration will conduct professional development for cafeteria staff, bus drivers, and nursing staff in order to create a positive and safe environment for all students to learn.
8/1/2018	9/1/2018	School leaders will create a school climate survey to be given in September, January, and June. Data will be analyzed in order to create an action plan to improve culture and climate.
9/6/2018	6/15/2019	School leaders will meet with Wildcat STARS (Students Teaming with Adults to Reform School) once per month in order to create and implement an action plan to improve culture and climate in school.
8/1/2018	6/15/2019	School leaders and student support staff will develop a list of students who exhibited excessive behaviors that interrupted their learning (from 2017-18). The top 10 students in each grade level will be identified and receive targeted intervention to improve behavior and prevent emotional dysregulation. Data will be collected at the end of each month.
9/15/2018	6/15/2019	School leaders will administer a school climate survey in September, January, and June for all students. Data will be analyzed in order to create an action plan to improve culture and climate.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	March 6-8, 2018
B2. DTSDE Review Type:	DTAR

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Based on the Integrated Intervention Team Review from May 2016 as well as the attendance from evening events (STEM and Literacy Nights) from 2017-18, the school is not reaching the families of a majority of our students, particularly those who are performing below grade level. We need to develop stronger school-to-home partnerships with families of students who struggle with attendance, academics, and behaviors.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Of the 60 students selected from our identified subgroups, all will have at least 90% attendance, will improve three reading levels throughout the school year, grow at least 1.0 on the STAR Math Assessment, and demonstrate self-regulation by decreasing the number of Solution Station visits by 50%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Daily attendance, STAR Reading Assessments, Solution Station log

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/2018	6/30/2019	School leaders will identify 10 students per grade level from our identified subgroups who are at-risk based on attendance, academics, and behavior. For each child, an administrator or social worker and the classroom teacher will make one home visit per month to begin building a positive relationship with the families. Each student's attendance, discipline, and academic data will be tracked. By strengthening the school-home connections, students will attend school more regularly, will feel more connected to school, and increase their academic performance.
9/6/2018	6/1/2019	School leaders and teachers will utilize the remind app to keep families informed of events and student progress.
9/6/2018	6/1/2019	School leaders and teachers will make at least two positive phone calls per week in order to build positive relationships with families in the district.
9/6/2018	6/1/2019	In connection with Promise Zone and other agencies, school staff will host events in the neighborhood to engage parents in discussion regarding academics, support for social-emotional health, and building connections between the school and community.
