

LEA Name:	Auburn City School District
LEA BEDS Code:	050100010007
School Name:	Owasco Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

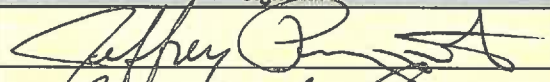
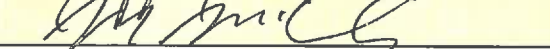
Contact Name	Abigail Adams	Title	Principal
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Website for Published Plan	http://owasco.auburn.cnyric.org/		

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		Mr. Jeffrey Pirozzolo	9/19/16
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Michael McCole	9-13-16

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)
July 8, 2016	Owasco Elementary School		

Name	Title / Organization	Signature
Casey Carey-Dixon	School Social Worker	July 8, 2016
Brandi Bouley	Kindergarten teacher	July 8, 2016
Ali Carbonaro	4th Grade teacher	July 8, 2016
Kim Dunster	1st Grade teacher	July 8, 2016
Kathy Germinara	6th Grade teacher	July 8, 2016
Seth Kennedy	5th Grade teacher	July 8, 2016
Tracy Gardiner	3rd Grade teacher	July 8, 2016
Jen Ridley	2nd Grade teacher	July 8, 2016
Kelly Garback	Acting Principal/Director of Early Learning	July 8, 2016

School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	423	% Title I Population	0	% Attendance Rate	95
% of Students Eligible for Free Lunch	39	% of Students Eligible for Reduced-Price	3	% of Limited English Proficient Students	0	% of Students with Disabilities	8

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	4	% Hispanic or Latino	2	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	88	% Multi-Racial	6

School Personnel							
Years Principal Assigned to School	1	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	2
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	3	% Teaching with Fewer than 3 Years of Experience	0	Average # of Teacher Absences	9.5

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	Yes	Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	20%	Math Performance at Level 3 and Level 4	42%	Science Performance at Level 3 and Level 4	91%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

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

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

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

SCEP Plan Overview

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

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

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

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

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

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

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

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

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

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

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

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

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 checked="" type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | 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).

Teachers engaged in discussions about student data to inform instruction.

- 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.

Identified specific areas of instruction to be focused on in developing this year's plan.

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

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

Student groupings for academic supports, PBIS

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

Use of student data to inform both academic and behavioral supports for students.

- 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 Owasco school community will create a learning environment where everyone shows kindness, responsibility, and safety. This mission statement was developed by our PBIS team to identify the specific areas of growth for our students.

- 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.

Working with staff to develop specific dedicated grade level times to address academic learning needs of all students.

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

Staffing to be available for all grade levels equally.

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

PBIS support provided by outside trainer and school based team. District coaches to provide on going support.

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

Bi monthly grade level meetings with principal, building committee meetings, faculty meeting discussions

- 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 2012-2016 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 professional development and/or mentoring or replaced. The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle.

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

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 include a timeline for implementation.

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.

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

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

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

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

Priority Schools: Whole School Reform Model

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

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at <http://www.p12.nysed.gov/oisr/>.

1. Describe the schedule that will result in implementation of a whole school reform model no later than the 2018-19 school year.

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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.

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:	
B2. DTSDE Review Type:	

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.	Owasco school need a process for holding teachers accountable for Extended Learning Time. (ELT)
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2017, school leaders will effectively implement a system that monitors instructional programs and practices during extended learning time in order to increase accountability and accelerate student achievement as evidenced by a 5% increase of students meeting grade level targets in Math and English Language Arts on STAR Math assessments (Grades K-6), Dibels assessments (Grades K-2), and STAR Reading assessments (Grades 3-6).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	student growth percentile for low-income students sub-group, student growth percentile for all students, student growth percentile for students with disabilities sub-group

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/1/2016	9/1/2016	Activity: School leaders will develop a form for grade level teams to share groups of students during Extended Learning Time which include how they grouped (data), what intervention will be utilized, and who is responsible for the implementation. Person(s) Responsible: Principal, Curriculum Director Who will Participate: Principal, Curriculum Director, School Psychologist, grade level teacher How Often: September Impact: Maintain consistency throughout the school through utilization of common form
9/8/2016	9/8/2016	Activity: School leaders will share the form during the September faculty meeting and ask grade level teams to complete during Data Inquiry Meetings. Person(s) Responsible: Principal Who will Participate: Principal, Curriculum Director, all teachers How often: September Impact: Align process for Data Inquiry Meetings
9/8/2016	10/8/2016	Activity: School leaders will develop criteria checklist to determine success indicators for DIT meeting. Person(s)Responsible: Principal, Curriculum Director, School Psychologist Who will Participate: Principal, Curriculum Director, School Psychologist, teacher leaders How often: October Impact: Alignment of Data Inquiry Team meetings

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:	
B2. DTSDE Review Type:	

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.	Owasco school needs to update and revise curriculum maps to align to the CCLS and NYSED content standards. Owasco school needs to allot more time each quarter for our Data Inquiry Team meetings (Half day minimum per grade level)
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2017, Owasco School will continue to identify the priority learning in math and ELA in order to move toward a guaranteed and consistent curriculum as evidenced by a 5% increase of students meeting grade level targets on STAR Math assessments (Grades K-6), Dibels assessments (Grades K-2), and STAR Reading assessments (Grades 3-6).
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Scheduled collection of data from assessments, Progress reports of Extended Learning Time instruction, minutes of Data Inquiry Team meetings, progress monitoring for all students
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
6-Sep-17	30-Jun-17	Activity: Develop a calendar of classroom visitations allowing vertical collaboration around the priority learning. This will be developed by the Principal with one day per month being provided to complete the visitations. Person Responsible: Principal Who Will Participate: Staff How Often: Monthly Impact: Increase awareness of vertical alignment of curriculum.
6-Sep-17	30-Jun-17	Activity: Training in STAR assessments and Dibels for ELA and Math. Person Responsible: Curriculum Directors Who Will Participate: All K-6 Classroom Teachers/Special Ed. Staff/AIS Staff How Often: Annually or As Needed Impact: Staff will administer and score district assessments.
6-Sep-17	30-Jun-17	Activity: Meet quarterly in Data Inquiry Teams to review data to revise ELT groupings and learning priorities. First meeting will occur prior to start of school year. Person Responsible: Principal Who Will Participate: K-6 Staff/AIS Staff/Special Ed. Staff How Often: Quarterly Impact: Meeting the needs of students within each grade level.

6-Sep-17	30-Jun-17	Activity: Teachers will utilize current district wide pacing calendars for K-6 mathematics. Person Responsible: Curriculum Director Who Will Participate: All Staff How Often: 2016-2017 school year Impact: Implement and complete Math curriculum.
6-Sep-17	30-Jun-17	Activity: Grades K-2 teachers will utilize week by week pacing calendars for Superkids (ELA Curriculum). Grades 3-6 will continue to refine and adapt the modules and Springboard for ELA curriculum implementation. Person Responsible: Principal Who Will Participate: Classroom Teachers/Special Ed. Staff Impact: Implement and complete ELA curriculum.
6-Sep-17	30-Jun-17	Activity: Extended Learning Time will focus on small group instruction to meet individual student needs based on assessment data. Adjusted Bi-Monthly. Person Responsible: Principal Who Will Participate: Classroom Teachers/Special Ed. Staff/AIS Staff How Often: Daily Impact: Meet the needs of all students.

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:	
B2. DTSDE Review Type:	

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.	Owasco Elementary needs a data based system that will allow for the collecting, analyzing and focusing instruction based on identified needs.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2017 the school will use a data driven system to collect, analyze and focus instruction based on identified student needs, in order to assess 100 percent of students, which will result in instructional groupings and practices based on identified and specific needs of all students.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Data collected from the common, agreed upon monitoring tools for all students (i.e. STAR assessments, DIBELS, Superkids, benchmarks, progress monitoring tools, My Math assessments).
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
6-Sep-17	30-Jun-17	Activity: Grade levels will meet regularly to analyze data and inform instruction. Person Responsible: Principal, Curriculum Director/Coach Who will Participate: Teachers, Principal, Curriculum Director/Coach How often: Quarterly Impact: Create student groups for Extended Learning Time, identify areas of focus for ELT instruction
6-Sep-17	30-Jun-17	Activity: Develop and implement a system for sharing and tracking interventions used for students. Person Responsible: Principal, School Psychologist Who will Participate: Teachers, Principal, Curriculum Director/Coach How often: Quarterly Impact: Organize data to enable effective discussion and planning for ELT groups and instruction/interventions
6-Sep-17	30-Jun-17	Activity: Teachers will administer and analyze common reading and math assessments Person Responsible: Principal, Curriculum Director/Coach Who will Participate: Principal, Curriculum Director/Coach, Teachers How Often: Fall, Winter, Spring Impact: Collect and organize data to enable effective discussion and planning for ELT groups and instruction/interventions

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:	
B2. DTSDE Review Type:	

<u>C1. Needs Statement: Create a clear and concise statement that addresses the primary needs) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</u>	Owasco Elementary needs to implement a system to identify and support the SEDH needs of all students.
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<u>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.</u>	By June 30, 2017 the school will identify and support the SEDH needs of students in order to meet the needs of 100% of the students as evidenced by a 5% decrease in major discipline referrals and maintaining a 95% monthly attendance average.
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<u>D2. Leading Indicators): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	Student attendance reports, PBIS data.
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<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date: Identify the projected end date for each activity.</u>	<u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
09/08/16	06/30/16	Activity: Use of monthly attendance meetings to identify "at risk students" based on discipline, attendance and tardiness to the school. This will be completed by the principal, social worker, psychologist and school nurse. Person Responsible: Principal Who Will Participate: Principal, Social Worker, Psychologist, School Nurse How often: Monthly Impact: Increased communication and intervention for "at risk students" between team members
09/01/16	06/30/17	Activity: The PBIS committee will meet monthly to implement PBIS within the school. Person(s) Responsible: Building PBIS leaders Who Will Participate: PBIS Team How often: Once a month Impact: PBIS team will continue to develop plan to implement PBIS within the school
9/1/2016	6/30/2017	Activity: The PBIS committee will communicate the implementation plan to the faculty and staff. Person(s) Responsible: PBIS team Who Will Participate: PBIS team and Owasco faculty/staff How often: Monthly at faculty meeting Impact: Faculty and staff will be knowledgeable of the PBIS plan

9/1/2016	11/1/2017	<p>Activity: The PBIS committee will present information regarding the school's new behavioral management system (PBIS) at Open House.</p> <p>Person(s) Responsible: Principal and Social Worker</p> <p>Who Will Participate: Attendees at Open House</p> <p>How Often: Once at Owasco's Open House in September</p> <p>Impact: Parents who attend Owasco's Open House will have knowledge of PBIS and its implementation at Owasco School</p>
9/1/2016	6/30/2017	<p>Activity: Professional development will be provided monthly at faculty meetings regarding the ongoing implementation of PBIS.</p> <p>Person (s) Responsible: PBIS team</p> <p>Who will Participate: PBIS team and Owasco faculty/staff</p> <p>How Often: Monthly and/or as needed based on data analysis</p> <p>Impact: The PBIS team will be knowledgeable of the needs of the building and adjust the PBIS implementation plan accordingly</p>
9/1/2016	6/30/2017	<p>Activity: The building principal will create a shared documents folder between the School Social Worker, Psychologist, Principal and Director of Early Learning to document referrals and recommendations made to meet the SEDH of needs of students.</p> <p>Person Responsible: Principal</p> <p>Who Will Participate: Principal, Social Worker, Psychologist and Director of Early Learning</p> <p>How Often: Team will input information as interventions are made and/or when information should be shared within team</p> <p>Impact: Increased communication and intervention for "at risk students" between team members</p>

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:	
B2. DTSDE Review Type:	

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.	Owasco School needs to provide opportunities for partnerships among parents, community members and staff.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2017, the school will customize the district family and community engagement plan in order to improve student performance as evidenced by a 5% increase in family participation at school events.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	parent attendance at school events, parent participation in school/district surveys, parent participation using communication tools

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2016	6/30/2017	Activity: OPT will meet monthly to discuss and implement the district family and engagement plan, which may include: OPT information sent home in monthly reports, monthly publication of the school newsletter Person(s) Responsible: Owasco Parent Teacher Organization (OPT) and School Principal Who Will Participate: all members who attend the monthly meeting How Often: monthly Impact: Align school, family and parent involvement activities with district plan
9/1/2016	6/30/2017	Activity: The PBIS committee will present information regarding the school's behavior management system (PBIS) at Open House Person(s) Responsible: School Principal and School Social Worker Who Will Participate: All attendees of Open House How Often: September 2016 Impact: Inform parents and guardians of the new behavior management system (PBIS) that is being implemented this school year
9/1/2016	6/30/2017	Activity: Establish community communication through use of a communication app that delivers mass school-wide information to parents Person(s) Responsible: School Principal Who Will Participate: Owasco Elementary staff and families How Often: Monthly or as needed Impact: Create a sense of community between the school and families

9/1/2016	6/30/2017	Activity: A count of parent attendance will be kept at each school event Person(s) Responsible: Classroom Teachers and School Secretary Who Will Participate: Classroom Teachers and School Secretary How Often: At every school event Impact: Will provide parent involvement data to school