LEA Name:	Cortland Enlarged City School District
LEA BEDS Code:	110200010008
School Name:	A.B. Parker Elementary School

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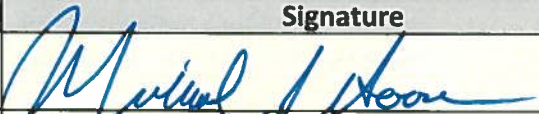
2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Joshua Bacigalupi	Title	Principal
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Website for Published Plan	www.cortlandschools.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		Michael J. Hoose	August 9, 2016
President, B.O.E. / Chancellor or Chancellor's Designee		Melissa Davis-Howard	August 9, 2016

Statement of Assurances

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

X	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
X	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.
X	3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
X	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.
X	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
X	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 5, 2016	Cortland Junior/Senior High School, Room 113		
July 7, 2016	Parker Elementary School, Conference Room		

Name	Title / Organization	Signature
Sarah Corfield	Teacher, Parker Elementary School	
Linda Kirsch	School Social Worker, Parker Elementary School	
Eric Comtois	Parent, Parker Elementary School	
Lynn Brown	Reading/Math Specialist, Parker Elementary School	
Katie Swanson	Special Education Teacher, Parker Elementary School	
Leigh Vanderbogart	Teacher, Parker Elementary School	
Joshua Bacigalupi	Principal, Parker Elementary School	

School Information Sheet

School Information Sheet

Grade Configuration	K-6	Total Student Enrollment	304	% Title I Population	71%	% Attendance Rate	96%		
% of Students Eligible for Free Lunch	56%	% of Students Eligible for Reduced-Price Lunch	11%	% of Limited English Proficient Students	0%	% of Students with Disabilities	9%		

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	0%	% Black or African American	4%	% Hispanic or Latino	5%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	86%	% Multi-Racial	5%

School Personnel

Years Principal Assigned to School	0	# 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	0%	% Teaching with Fewer than 3 Years of Experience	17%	Average # of Teacher Absences	1.70%

Overall State Accountability Status

Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	No
ELA Performance at Level 3 and Level 4	15%	Math Performance at Level 3 and Level 4	21%	Science Performance at Level 3 and Level 4	75%	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)	No	Failing School (per Education Law 211-f)	No				

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
	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").

	Limited Degree (Fewer than 20% of goals were achieved.)
	Partial Degree (Fewer than 50% of goals were achieved.)
X	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.)
X	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.)
X	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.)
X	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.)

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

In reflecting on the PREVIOUS YEAR'S PLAN:

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

The most significant positive impacts from the previous year's plan are related to the shared leadership roles that have developed through the use of the previous year's plans. As a result there is an increased frequency of grade level and classroom level data analysis, more efficient protocols for implementing RTI, and increased participation in ELT, and more purposeful tracking of data.

• 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.

Mid-course corrections to the plan that were done throughout the year included modeling the use of the assessment planner, purchasing whiteboards to standardize the use of learning targets and HOT, Higher Order Thinking, prompts in all classrooms, the establishment of accountability partners to support the growth and implementation of PD learning, the creation of databases of student engagement strategies, as well as teachers completing the K-5 social and emotional screening tool to establish baseline data. The baseline data has helped to determine next steps in being proactive in supporting all students with their social and emotional needs, including identifying populations to target specific skills. As a school, we plan to maintain these practices and expand upon them in the 2016-2017 school year.

In developing the CURRENT YEAR'S plan:

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

Highlights of the current SCEP include the use of the 3A form to monitor student progress and academic achievement as well as the use of data teams to look at this work.

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

The school leader should continue to communicate and monitor the expectation that all teachers will clearly identify the targeted learning standards for each lesson as well as analyze student progress with targeted learning standards. The school leader needs to oversee the development of a system to monitor the social and emotional needs of the students using the survey that teachers are using for each student.

• 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 school leader will continue to implement with fidelity the Parker Vision for Learners which focuses on School Leadership, The Curriculum, Teaching and Learning, Social and Emotional Health as well as Family and Community Engagement.

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

The student academic achievement target is to increase students reading on grade level by 5% which would mean 58% of the students would be reading on grade level.

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

The school leader will continue to build structures such as quarterly social and emotional health meetings for teachers and PPS staff as well as develop a schedule for data review meetings to look at data trackers and data folder which are being used to monitor student mastery of standards for all grade levels and all students

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

The district is implementing the CKLA K-2 Domains for the first time during the 2016-2017 school year. The structure of the school day and calendar make it difficult to meaningfully engage staff in vertical alignment opportunities. There is also a need to integrate science, social studies and health standards in the school day.

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

Professional development opportunities that need to be offered to staff include training around the CKLA K-2 ELA Domains due to the fact that this is the first year of implementation of the modules. The DTSDE review that was held in June 2016 indicated that the school leader needs to develop ways to monitor standards instruction as well as differentiation. As a result of this need, professional development needs to be offered to teachers to support this work. The review indicated that the school leader needed to identify a tool for the staff to use to screen and monitor students' social and emotional health. As a result professional development needs to be offered to staff to help them understand their role in this screening and monitoring process.

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

The school leader will continue to use the edMailer, newsletters, curriculum nights, open houses, the Parker Problem Solving Process, quarterly celebrations, and participate in the PTO in order to strengthen the relationships with the community. The school leader will work with the staff to coordinate grade level standards based events, set an expectation of staff being in the front of the building at dismissal, as well as set an expectation for classroom newsletters for families.

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

The SCEP will be posted on the District and School website and be discussed in the school newsletter.

• 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 school implements Kindergarten reading and math events for incoming Kindergarten students and their families, Kindergarten screening, a Kindergarten orientation, as well as facilitates the CPSE to CSE transition including site visits.

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.

The identified turnaround principle that the school is choosing to implement is using data to inform instruction and for continual improvement, including the provision of time for collaboration on the use of data.

2. Describe the schools plan for intensive implementation of the identified principle. As part of the response include a timeline for implementation.

During the 2016-2017 school year, the school leader will work with the District Leadership to implement a guaranteed and viable curriculum, including the implementation of the CKLA Program in grades K-2. Teachers will use data trackers and the 3A Form to monitor student progress and learning. Decisions regarding instruction will be made based on this data and the school leader will look for evidence of differentiation and instruction tied to standards in lesson plans during walk throughs. This will be ongoing throughout the school year. The school leader along with the PPS staff will monitor quarterly data from the social and emotional behavior screening tool to ensure that student's needs are being addressed through small social skill groups or other supports.

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

The plan for oversight is data team meetings, walk throughs conducted by the school leader, 3A forms, and data trackers .

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 therof 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.

Priority Schools: Expanded Learning Time Plan

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

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

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

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

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

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

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

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

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

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

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

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

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students	Y	Y	Y		
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	Y				
Minutes of Expanded Learning Time (ELT) Offered	Y				
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development					
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					Y
Grade-Level Data Team 3A forms	Y	Y	Y		
Teacher Data Trackers	Y	Y	Y		
Teacher Lesson Plans	Y		Y		
Social/Emotional Student Survey				Y	
Evidence of Parent Feedback at 10 week conferences					Y
Report Cards	Y				

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:		6/1/16-6/3/16
B2. DTSDE Review Type:		District Review

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.	According to the DTSDE Review, the school leader needs to ensure that lesson plans target specific common core learning standards as well address differentiation. The review also indicated that the school leader needs to continue to implement and monitor systems that promote a positive school culture. The review stated, "Teachers inconsistently plan units and lessons aligned to the CCLS and have not sufficiently differentiated the curricula for the individual needs of students". The review went on to say, "The school has a notable absence of intentional planning and delivery of the the NYS learning standards for science, social studies, and health which reduces student access to essential skills and understandings for developing college and career readiness". These reasons were the root of the needs statement.

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.	During the 2016-2017 school year, the school leader will ensure that 100% of Parker teacher are tracking student mastery of common core learning standards through the use of data trackers and the 3A form to plan for differentiated instruction.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Grade Level Data Forms (3A), Teacher Data Trackers, Teacher Lesson Plans, Report Card Data, Minutes of ELT offered, Student participation in ELT

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.
Jul-16	Sep-16	The school leader will develop a system for monitoring the 3A sheets and data trackers that teachers are using to plan for differentiation and track the mastery of standards.
1-Jul	1-Sep	The school leader will develop a schedule of frequent walkthroughs to ensure that lesson plans are aligned to the standards and are differentiated for all learners.
Jul-16	Jun-17	The school leader will work with District Staff to create professional development opportunities for teachers that focus on aligning instruction to the standards, differentiation and the K-2 CKLA Domains.

Sep-16	Jun-17	The school leader will develop modifications to the lunch and recess duty schedule to ensure that students will be supported socially and emotionally as they transition from the classroom to lunch and recess and then back to the classroom. During the first ten minutes of the lunch and recess block, a teacher will be assigned to support the Teaching Assistant with the grade level's transition from the classroom to lunch/recess. A teacher will be assigned to support the grade level's transition from lunch and recess back to classroom during the last ten minutes of the period.
Jul-16	Jun-17	The school leader will work with the Assistant Superintendent of Curriculum, Instruction and Assessment to structure and facilitate Vertical Alignment opportunities in grades K-6.

REVIEWER FEEDBACK

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.

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES

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:	06/01/2016 - 06/03/2016
B2. DTSDE Review Type:	District Review

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.	According to the DTSDE review teachers did not consistently identify targeted learning objectives from standards and did not use data to accurately track student mastery and plan future lessons. Based on this data, all teachers need to consistently and clearly identify targeted learning standards in lesson plans and track individual student mastery of the targeted learning standard in order to identify next steps and plan for differentiation. This intentional analysis of student progress will help all teachers best ensure student achievement.

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 the end of October 2016 and continuing throughout the 2016-17 school year, 100% of teachers will track student mastery of targeted standards using data trackers and 3A forms to plan differentiated instruction in order to ensure that students are mastering grade-level standards.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student growth percentiles for low-income students, grade-level data team 3A forms, teacher data trackers

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.
9/6/2016	10/4/2016	All teachers will identify and begin using a daily lesson plan format that includes targeted learning standards that align to the lesson objective, proactive differentiation, and assessment of the objective to ensure standards-based instruction.
10/4/2016	6/22/2017	All teachers will use a daily lesson plan format that includes targeted learning standards that align to the lesson objective, proactive differentiation, and assessment of the objective to ensure standards-based instruction.
9/6/2016	10/4/2016	All teachers will identify how they will track student progress towards mastery of standards.
10/4/2016	6/22/2017	All teachers will use a data tracker to track student progress towards mastery of standards based on lesson plans in order to plan differentiated instruction and increase student achievement.

9/6/2016	6/22/2017	All teachers will meet bi-weekly to discuss 3A forms that have been prepopulated with standards and data in order to plan for differentiated future instruction. The 3A form will be revised prior to the start of the school year to include spaces for standards and planning for differentiation.
9/6/2016	6/22/2017	All teachers will be offered support on using data trackers, 3A forms, and lesson planning throughout the school year. This support will be offered through faculty meeting Professional Development as well as through data team members.

REVIEWER FEEDBACK

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.

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES

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 high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:	06/01/2016 - 06/03/2016
B2. DTSDE Review Type:	District Review

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.	Based on the DTSDE review, few teachers differentiate instruction to meet the needs of their students, and few teachers use data to adjust daily lessons and provide feedback. Based on this data, all teachers will need to identify gaps in student mastery of the learning standards based on information from data trackers and 3A forms to plan for instruction and differentiation. This planning needs to be explicitly written in daily lesson plans so that the varied learning needs of students can be met as evidenced by student growth in data trackers.

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 the end of October 2016 and throughout the 2016-17 school year, 100% of teachers will include purposeful differentiation in lesson plans based on student mastery of learning standards.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher lesson plans, student growth percentiles for low-income students, grade-level data team 3A forms, teacher data trackers

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.**
9/6/2016	6/22/2017	Provide professional development for all teachers on proactive differentiation, the CCLS and growth-producing feedback. This professional development will be ongoing throughout the year as the District works to develop a guaranteed and viable curriculum.
10/4/2016	6/22/2017	All teachers will use a daily lesson plan format that includes targeted learning standards that align to the lesson objective, proactive differentiation, and assessment of the objective to ensure standards-based instruction. Teachers will receive feedback on these areas after walkthroughs conducted by the school leader.
10/4/2016	6/22/2017	All teachers will use a data tracker to track student progress towards mastery of standards based on lesson plans in order to plan differentiated instruction and increase student achievement.

REVIEWER FEEDBACK

#REF!

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES

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:		06/01/16-06/03/16
B2. DTSDE Review Type:		District Review
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.		During the 2016 Focus Review, the review indicated that students' social and emotional health is not assessed in a consistent manner. The lack of a comprehensive plan for identifying the social and emotional developmental health needs of all students has hindered the school staff in addressing the needs of students. The review team identified that there was not a plan or method to assess the social emotional developmental skills of all students in the school. The review team indicated that a comprehensive plan would allow staff to be more proactive in addressing the needs of all students.
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.		During the 2016-2017, 100% of Parker teachers will collaboratively use the Social/Emotional Skill Survey on a quarterly basis to measure developmental growth for all students and to provide identified supports as indicated.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Social/Emotion Skill Survey 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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 2016	July 2016	The school leader and the PPS staff will identify screening tool to measure social/emotional skills
Jul-16	July 2016	At the end of the 2015-2016 school year, the assessment was given to all students and baseline data was collected.
Jul-16	Aug-16	PPS and clerical staff will create a database to help analyze data that was collected.
Jul-16	Aug-16	The school leader and the PPS staff will create a schedule to administer the survey as well as create scheduled opportunities for grade levels to meet twice a year to discuss student concerns with PPS staff.
Sep-16	Jun-17	The PPS staff and the principal will create a quarterly schedule for social skill groups based on the data analysis.
9/1/2016	Jun-17	PPS staff will conduct scheduled meetings with grade levels to review data collected from survey as well as ongoing concerns.

Sep-16	Jun-17	Quarterly student social skills groups will be developed using the data collected from the survey. The social groups will be facilitated and monitored by the PPS staff. At the end of the quarter, progress will be assessed using the social/emotional behavior screening tool.
Sep-16	Jun-17	students will be monitored by the PPS and Principal through weekly PPS meetings
June 2017	June 2017	The end of year data will be compared to the base line data at the close of the school year by the school leader and the PPS staff.

REVIEWER FEEDBACK

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.

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES

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:	6/1-6/3/2016
B2. DTSDE Review Type:	District Review

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.	According to parent and instructional staff responses on the Insight survey conducted in Spring 2016 we have identified that dialogue between teachers and parents needs to improve in order to determine desired levels and means of access to activities related to the academic program. This needs to improve so that students can be supported appropriately within the context of the home school partnership.

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.	90% of our students' parents/guardians will participate in a 10 week conference. During these conferences, teachers will seek feedback from parents/guardians regarding ways in which the school can support their understanding of our academic program. This feedback will be used to guide teacher and school-wide decisions in how best to support parent engagement within the 2016-2017 school year. Parent attendance at these engagement events will continue to be collected and documented.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops as evidenced within Sign-In Sheets, Parent Participation in School/District Surveys, Evidence of Parent Feedback from 10 Week Conference

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.
November 14th, 2016	November 22nd, 2016	Instructional staff will engage parents in dialogue about understanding of academic program as well as their specific needs during their 10 week conference (or prior to conference if a need is present). Teachers can use a prepopulated list of questions or create their own based on classroom needs. Teachers should record parent responses. This information will be shared with school leaders involved in making parent engagement decisions.
Spring 2017		Staff will record parent attendance at all events. Data will be collected at the building level. Data will be used to identify families that do not regularly attend events. Teachers will follow-up with identified families to provide support and encourage engagement via phone call, note home, in-person conversation, etc.
September 7th, 2016	June 22nd, 2017	Parent and staff feedback on K-12 Insight survey will be examined to determine successes and further needs regarding family and community engagement.

September 7th, 2016	June 22nd, 2017	Staff will identify academic needs based on the Common Core Learning Standards using data collected and analyzed from assessments to develop two family engagement events. Staff will record events on monthly assessment calendar.
September 7th, 2016	June 22nd, 2017	Staff will solicit feedback from parents after an event to determine if the event was effective in meeting their needs.
Septemeber 2016	November 2016	The school leader will lead a 0-9 week intiative to support staff building relationships with families in order to achieve a 90% attendance rate at conferences.

REVIEWER FEEDBACK

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.

REVIEWER FEEDBACK ON NEEDS ASSESSMENT

REVIEWER FEEDBACK ON SMART GOAL/LEADING INDICATORS

REVIEWER FEEDBACK ON ACTIVITIES