

LEA Name:	Cortland Enlarged City School District
LEA BEDS Code:	1102000010000
School Name:	Alton B Parker Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Kevin Yard	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	
President, B.O.E. / Chancellor or Chancellor's Designee		Melissa Davis-Howard	

Statement of Assurances

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

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| 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 |
| N/A | 2. <i>If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students."</i> This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver." |
| X | 3. 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 | 4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance. |
| X | 5. 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 | 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |
| X | 7. 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)
August 21, 2014	Parker Conference Room	15-Jan-15	Parker Conference Room
September 18, 2014	Parker Conference Room	19-Mar-15	Parker Conference Room
October 16, 2014	Parker Conference Room	23-Apr-15	Parker Conference Room
November 20, 2014	Parker Conference Room	21-May-15	Parker Conference Room
December 18, 2014	Parker Conference Room	July 21-22, 2015	Parker Conference Room

[illegible]

School Information Sheet

School Information Sheet					
Grade Configuration	K-6	Total Student Enrollment	219	% Title I Population	71%
% of Students Eligible for Free Lunch	55%	% of Students Eligible for Reduced-Price Lunch	13%	% of Limited English Proficient Students	0%
		% Attendance Rate	95%	% of Students with Disabilities	8%

Racial/Ethnic Origin of School Student Population					
% American Indian or Alaska Native	0%	% Black or African American	3%	% Hispanic or Latino	3%
		% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	91%
				% Multi-Racial	3%

School Personnel					
Years Principal Assigned to School	15	# of Assistant Principals	0	# of Deans	0
% 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%
				# of Counselors / Social Workers	3

Overall State Accountability Status					
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No
ELA Performance at Level 3 and Level 4	18%	Math Performance at Level 3 and Level 4	22%	Science Performance at Level 3 and Level 4	90%
% 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)	
Persistently Failing School (per Education Law 211-f)	No	Failing School (per Education Law 211-f)	No	SIG 1003(g) Recipient	No
				Identification for High School Graduation Rate?	No
				Four-Year Graduation Rate (HS Only)	
				Six-Year Graduation Rate (HS Only)	

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
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

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

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

SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Some significant positive impacts that resulted from the previous year's plan were: partnership/participation with NYU resulting in use of instructional rounds to increase teacher effectiveness and use of strengths-based instruction for students in poverty, established a partnership with SUNY Cortland to expand our resources for the extended-day program, implemented common interim assessments for the three modes of writing (narrative, opinion, informative), establishing the three common expectations for PBIS, increased in-house professional development run by staff.

- 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.

Tenet 2: Members of Shared Decision Making Team have aligned with professional development topics that were identified in the Focus Review. Each PD team will lead the learning at 2015-2016 faculty meetings. A data team was established at the beginning of the school year and its role within the school was clarified later in the year. Tenet 3: Increased expectation mid-year that teachers in grade-level teams would be collecting writing data and shifting instruction based on student's strengths and needs. These documents were shared electronically. Next year, grade level data team records will be posted on a consistent basis to reflect changes in instructional groupings. Tenet 4: Teachers recognized the shortcomings of the module materials, midway through the year teachers modified module materials to make them more accessible and student and family friendly. Tenet 5: Due to behavioral data collected and staff input, the PBIS school team adjusted the student recognition protocol with a focus on specific settings within the school building. This process of data collection and plan evolved based on changing student and staff needs throughout the school year. Tenet 6: Due to decreased parent participation in school surveys, it was difficult to ascertain and target families needs. An inquiry team is working to increase participation rate in parent surveys and feedback.

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

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

1. SMART Goal: During SY 2015-2016, as evidenced by information in the Assessment and Data Review Planner, 100% of Parker teachers will use data for instructional planning per building specific protocol to support increased achievement for all students.

2. SMART Goal: During SY 2015-2016, as evidenced by continuance of the Parker distributive leadership among staff for creation of meeting agendas, participation in turn-key training, and staff meetings, 100% of Parker staff will participate in specific Professional Development targeting:

- academic rigor via higher order questioning
- student engagement
- academic vocabulary
- understanding and using achievement data

3. SMART GOAL: During SY 2015-2016, as evidenced by analysis of sign-in sheets and correlation to student achievement, Parker family and community engagement in academic-based learning activities will increase by 50%.

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

It's an essential need to receive support from our regional information center for providing target population specific data. Funding for engaging the families and community in academic based learning opportunities, ensuring a level of instructional support commensurate with the level of other buildings within the district in order to allow co-teachers to provide support during RTI blocks, plan for professional development centered around new social emotional curriculum, and implementation of this new curriculum. We need continued support for consultative services from NYU. Funding and planning to expand RTI model to include behavioral supports. We need to identify strategies for engaging the most marginalized parents as well as identifying leadership among our parent population for increased parent engagement. We need funding to provide resources and child care at Parker parent involvement activities.

- 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 Cortland Enlarged City School District values all community members as partners in creating a positive learning environment for all students. This environment prepares all students to reach their fullest potential in becoming life-long learners, and successful, contributing members of the society in which they live. At Parker we organize our guiding principles based upon the tenets and the work that we have done to develop a vision for each of those tenets. This ensures that we view our practices in a comprehensive manner that is directly tied to our mission.

- List the student academic achievement targets for the identified subgroups in the current plan.
Reduce the number of students with greater than 15 absences by 20%.
Increase the number of K-6 students reading at or above grade level by 5%.
Increase the number of students scoring at proficiency on 3-8 ELA and Math state tests by 5%.

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

Our teams, which consist of: Data Team, Shared Decision Making Team, Healthy Responsive Blue Ribbon Team, Title I/Parent Engagement Team, Pupil Personnel Services Planning Team, Instructional Support Team, Grade Level Data Teams, all work cohesively and collaboratively in order to monitor impact of initiatives with the ultimate goal of increasing student achievement. Goals of each team align with each tenet and directly relate to our mission.

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

Lack of access to valid, all encompassing student achievement scores on NVS exams (due to test refusals). Transient student population. We have not yet identified a specific solution that addresses the gap between the ideal level of parent engagement and the current level of parent engagement. We can use other data points (STAR MATH, etc) in order to address lack of student performance level information. Aligning building missions with district missions will ensure more consistent programming, data collection, and communication to support student achievement when students move within the district. When students move in from out of district we analyze student data in order to provide consistent academic support. We also strive to establish a positive relationship with all new families. A barrier is less than ideal student attendance rates, one way that we are addressing this barrier is to monitor student attendance and apply problem solving processes at the school and individual student level to improve attendance.

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

The professional development opportunities will be centered around the following topics: academic rigor via higher-order questioning, student engagement, academic vocabulary, understanding and using achievement data. The rationale behind professional development of these topics is based upon feedback from the Focus Review. Also included in the professional development opportunities for next year are the topics of social emotional development, i.e. mindfulness, and culturally responsive education. The rationale for these topics includes input from our Focus School Review, as well as topics generated from addressing the needs of the whole child.

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

Parker School website, mentorship for new teachers, partnerships with incoming kindergarten families previous to start of school year, school-college partnership discussions, PTO meeting agendas, faculty meeting agendas, Parker Panther Press, goal-setting conferences and on-going discussions centered around teacher practices, problem-specific community meetings.

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

Plan will be made available on our school website, and paper copies will be available at the district and school offices. In our monthly school newsletters, goals and progress updates will be included.

- 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.

We will sustain our commitment to the preschool Head Start program to ensure classroom space at Parker School. A kindergarten screening progress will be continued. Copies of preschool assessments will be given to the kindergarten teachers. There are workshops offered on ELA and Math topics for incoming Kindergarten families that will occur before the 2015-2016 school year. There are committees formed to address assistance with preschool transition and kindergarten readiness. We are also involved in CPSE observations and meetings.

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. 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.

www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

C. Professional Development: Present a coherent framework for professional development, 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.

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

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E. Assessment: Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State's accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

F. School Climate and Discipline: Describe the strategies the school will employ 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. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SCEP does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SCEP.)

H. 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: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

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 2015-2016 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 if the school is not receiving 1003(g) School Improvement Grant Funds) 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.

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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. HEDI Rating:	Developing
B2. HEDI Rating Source:	IIT Review
B3. HEDI Rating Date:	March 3-4, 2015

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.	The school leader needs to regularly monitor the Grade Level Data meetings and weekly data analysis records to ensure that teachers differentiate instruction in ELA and math through small student groupings based on Data Driven Instruction (DDI); the school leader needs to ensure that these pedagogical practices have a positive impact on student learning through the analysis of data related to the small group practices.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal needs to be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During SY 2015-2016, as evidenced by information in the Assessment and Data Review Planner, 100% of Parker teachers will use data for instructional planning per building specific protocol to support increased achievement for all students.
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 Student Participation in ELT Opportunities Minutes of Expanded Learning Time (ELT) Offered Teacher Attendance at Professional Development Grade Level Data Team Sheets Instructional Support Team (IST) 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 needs to be written in its own cell.
1-Jul-15	1-Dec-15	Data team will develop the Grade Level Data Sheets in order to consistently monitor the use of data for instructional grouping.
1-Jul-15	1-Oct-15	Grade level teams will develop a schedule for data analysis and planning to guarantee periodic review of data.
1-Jul-15	1-Oct-15	Grade level teams will complete development of assessment planners for 2015-2016 SY to ensure periodic review of data.
1-Jul-15	30-Jun-16	School-based data team will use building-based protocols to consistently review student data to inform school-wide planning.
8-Sep-15	30-Jun-16	Grade Level teams will complete grade level data sheets 2x/month in order to make instructional decisions.
1-Jul-15	30-Jun-16	Data team with district assistance will establish a supportive partnership with our Regional Information Center to access data sets for our target population.
8-Sep-15	30-Jun-16	Teachers will complete classroom level data sheets 2x/month to reflect instructional decisions.

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. HEDI Rating:		Developing
B2. HEDI Rating Source:		IIT Review
B3. HEDI Rating Date:		March 3-4, 2015
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.		All core teachers need to include higher order thinking activities within their lesson plans, and provide opportunities for all students to construct meaning in collaboration with their peers.
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 SY 2015-2016, as evidenced by continuance of the Parker distributive leadership among staff for creation of meeting agendas, participation in turn-key training, and staff meetings, 100% of Parker staff will participate in Professional Development and implement practices targeting: • student engagement • academic rigor via higher order questioning • academic vocabulary • understanding and using achievement data
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal		*Indicators did not populate: Student Discipline Referrals; Student Participation in ELT Opportunities; Grade Level Data Team Sheets; APPR Data Collection
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.
1-Jul-15	30-Jun-16	Professional development inquiry teams will facilitate monthly learning activities with teachers to enrich classroom experiences.
8-Sep-15	31-Oct-15	Shared Decision Making Team will develop a monthly calendar for facilitating professional development activities to strategically prioritize topics based upon student and teachers needs.
8-Sep-15	30-Jun-16	Shared Decision Making Team will develop a plan for expanding purpose of instructional rounds to include targeted professional practices to improve student outcomes.
8-Sep-15	30-Jun-16	Teachers will include specific questions or prompts within their daily lesson plans to ensure higher order thinking skill development.
1-Aug-15	1-Sep-15	The principal will identify members of a professional inquiry team that will research best practices for student growth-producing feedback to plan professional development activities.
1-Sep-15	1-Dec-15	Professional inquiry team will research best practices for providing growth-producing feedback to students to increase student engagement.

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Tenet 5: Student Social and Emotional Developmental Health

[illegible]

Tenet 6: Family and Community Engagement

[illegible]