

LEA Name:	Utica City School District
LEA BEDS Code:	412300010000
School Name:	General Herkimer Elementary School

2016-2017 School Comprehensive Education Plan (SCEP)



Contact Name	Alicia D'Ambrosio	Title	Principal
Phone	315-792-2160	Email	adambrosio@uticaschools.org
Website for Published Plan	www.uticaschools.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. Bruce J. Karam	7/26/16
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Christopher Salatino	7/26/2016

Statement of Assurances

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

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

School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
March 30, 2016	General Herkimer Library	July 5, 2016	General Herkimer Library
March 31, 2016	General Herkimer Library	July 6, 2016	General Herkimer Library
April 1, 2016	General Herkimer Library	July 7, 2016	General Herkimer Library
June 30, 2016	General Herkimer Library		
July 1, 2016	General Herkimer Library		

Name	Title / Organization	Signature
Alicia D'Ambrosio	Principal, General Herkimer Elementary School	<i>Alicia D'Ambrosio</i>
Lisa Almay	Lisa Almay, AIS Facilitator General Herkimer Elementary	<i>Lisa Almay</i>
Amy Scaccia	Kindergarten Teacher, General Herkimer Elementary School	<i>Amy Scaccia</i>
Penny VanDusen	First Grade Teacher, General Herkimer Elementary School	<i>Penny VanDusen, NBCT</i>
Carrie Jones	Second Grade, General Herkimer Elementary School	<i>Carrie Jones</i>
Maria Fiorini	Third Grade, General Herkimer Elementary School	<i>Maria Fiorini</i>
Jennifer Faustino	Fourth Grade, General Herkimer Elementary School	<i>Jennifer Faustino</i>
Leslie Milazzo	Special Education Teacher, General Herkimer Elementary School	<i>Leslie Milazzo</i>
Denise Gribanoff	Sixth Grade Teacher, General Herkimer Elementary School	<i>Denise Gribanoff</i>
Elizabeth Loughlin	Resource Teacher, General Herkimer Elementary School	<i>Elizabeth Loughlin</i>
Karen Casteneda	ESL Teacher, General Herkimer Elementary School	<i>Karen Casteneda</i>
Cara LaMark	ESL Teacher, General Herkimer Elementary School	<i>Cara LaMark</i>
Kayla Brooks	Parent	<i>Kayla Brooks</i>
Lisa Grieco	Parent	<i>Lisa Grieco</i>

School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	716	% Title I Population	30%	% Attendance Rate	93%
% of Students Eligible for Free Lunch	79%	% of Students Eligible for Reduced-Price	4%	% of Limited English Proficient Students	12%	% of Students with Disabilities	14%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	<1%	% Black or African American	22%	% Hispanic or Latino	21%	% Asian, Native Hawaiian / Other Pacific Islander	11%	% White	35%	% Multi-Racial	10%

School Personnel							
Years Principal Assigned to School	6	# of Assistant Principals	N/A	# of Deans	N/A	# of Counselors / Social Workers	0.5
% 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	0%	Average # of Teacher Absences	5% absentee rate

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	18%	Math Performance at Level 3 and Level 4	31%	Science Performance at Level 3 and Level 4	84%	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	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
X	Students with Disabilities	X	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).

In reflecting on the 2015-2016 School Comprehensive Education Plan (SCEP) for General Herkimer Elementary School the recommendations from the six tenets were made to support student learning and academic improvement. Strengths of the 2015-2016 SCEP were the creation of data notebooks and data walls to improve student accountability. In addition, a school wide vocabulary initiative to foster students' reading comprehension and to support our SMART goal was implemented. Teachers used data from i-Ready, DIBELS, Read Theory, Read Works and running records to drive instruction and identify and develop differentiated instruction. Lastly, newly created mission and vision statements were reinforced daily through announcements, newsletters, website and posters displayed throughout the school .

- 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.

Following review of the 2015 -2016 SCEP plan by the building leader, School Leadership Team, and SBIT several mid-year corrections were made. During frequent grade level data meetings, action plans were created after reviewing student data. The following recommendations were implemented following the District-led Review: K-2 teachers will further incorporate our school-wide vocabulary words by writing sentences using the vocabulary words of the week. Teachers in grades 3-6 will have their students create two sentences each week using the words of the week. In addition to the strategies teachers already use, they will implement the use of popsicle sticks as a means of calling on students. Students should be selected to answer a question after a question is posed-not before. The DTSDE team suggests that questions may be directed to groups of students, but that there needs to be more "wait time" before an answer is given; in regard to the Parent Commitment Goals, this component will be incorporated into the data notebooks for the 2016-2017 school year.

In developing the CURRENT YEAR'S plan:

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

The initiatives stated in the 2016-2017 SCEP plan will create a challenging learning environment that encourages high expectations for success through the development of interdisciplinary congruence webs/logs, and student self reflection logs as evidenced by the building leader's instructional walks, formal and informal observations, pre and post conferencing and checklists. Our school-wide vocabulary initiative will be enhanced and continued to improve student achievement. Student engagement will also be optimized by incorporating evidence-based practices. Another important highlight in the current SCEP includes maintaining a safe, orderly, caring, and supportive environment that allows for parents and community members to become actively involved in student learning and academic success. This will be accomplished through the use of Parent/Guardian Commitment Goals and Data Reflection Books. Ongoing parent communication and positive student behavior will be monitored through class DOJO. Students will receive monthly recognition at assemblies for embracing Susan Kovalik's Life Skills that align with General Herkimer's mission and vision statements.

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

As identified by the DTSDE School Review on May 2016 these are the needs that will be targeted for improvement in this plan: develop and implement a clear picture of what each value means from General Herkimer's vision and mission statements and how it looks in the school and community setting; enhance and continue to target vocabulary as a need of improvement; optimize student engagement by incorporating evidence-based practices when calling on students; continue to maintain a safe orderly, caring, and supportive environment by creating and implementing a more universal system to foster positive school behavior; and explore alternative means of engaging parents as learning partners with their children and teachers, so that teachers can understand both student and family needs and advocate for services to address those needs.

- 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.

General Herkimer seeks to create a challenging learning environment that encourages high expectations for success through the development of appropriate CCLS aligned instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment where each student's self esteem is nurtured by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning and our school's success. This mission statement reflects the needs of our school by identifying the type of learning expected to be achieved by students in accordance with their individual needs and provides a path for staff to follow in order to empower students as they progress in their academic and social-emotional growth and well being.

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

The Special Education subgroup will increase by 5% on ELA State Assessments, the English as a New Language (ENL) subgroup will increase by 5% on ELA State Assessments, the White subgroup will increase by 5% on ELA State Assessments, and the Black subgroup will increase by 5% on ELA State Assessments.

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

The building leader will ensure a challenging learning environment will occur by providing opportunities for teachers to meet and congrue (along with the building leader) to monitor congruence webs/logs, grade level data, and lesson plans.

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

Some identified barriers include, but are not limited to, a growing number of ENL students, a changing population due to transfers and magnet students, insufficient funding, and lack of adequate staffing. General Herkimer School has one secretary, a part -time social worker, limited reading teachers, and no parent liaison.

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

As recommended by the DTSD School Review Team in May 2016, the following professional opportunities will be provided: Class DOJO, evidence-based practices to be sure all students are actively engaged, The Daily 5 and Daily Café.

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

The school mission statement and vision statement will be shared via school website and posted throughout the building. The vision statement will be recited during daily announcements. The building leader will communicate with parents through monthly newsletters, PBIS assemblies, Schoolwide Messenger, PTO, and various school events including Holiday Happenings, Barnes and Noble Event, Family Fun Night, etc.

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

The building leader will present the 2016-2017 SCEP to the Superintendent and School Board in July 2016. The school's mission and vision statements will be posted on General Herkimer School's website. Various events will be filmed and broadcasted on Channel 3 throughout the year.

- 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.

Universal Pre-Kindergarten teachers and Kindergarten teachers work collaboratively throughout the school year to provide a smooth transition for preschool children entering Kindergarten. Both groups of teachers plan an annual District-wide Get Ready for Kindergarten Transition event for parents. On April 20th, parents of Kindergarten students attended this informational event. Parents received information on the Common Core ELA and Math curriculum and a summer activity calendar for students to help students continue to strengthen their skills. Community agencies were onsite during this event to assist in making parents aware of readily available resources. Information was provided by the following: Oneida County Sheriff, Early Recognition Specialist, Eye Doctor, Dental Hygienist, Oneida County Health Department, and Head Start. Incoming Kindergarten portfolios containing assessment, academic, and social/emotional information were forwarded to the Kindergarten teachers at the elementary schools. In addition, Kindergarten teachers were invited by universal Pre-Kindergarten teachers to speak at informational meetings.

Re-Identified Focus Schools

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 DTSD E 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 NA

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

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**
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>

NA

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.

[Empty box]

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.

[Empty box]

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.

[Empty box]

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.

[Empty box]

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

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

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NA

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.

NA

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:	March 30-31, April 1, 2016
B2. DTSDE Review Type:	District-led 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 Final Report the building leader, the School Leadership Team, and SBIT will work to develop and implement a clear picture of what each value means from General Herkimer's vision and mission statements and how it looks in the school and community setting.
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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.	The building leader and 100% of school teachers will use class DOJO to reinforce General Herkimer's mission and vision statements as evidenced by survey responses of students, teachers and parents, and by a reduction in suspensions and office discipline referrals by 5-15% among all students.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Suspension Rate and Student Discipline Referrals

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.
September 6-7, 2016	September 6-7, 2016	The building leader will facilitate a teacher-led class DOJO training during the opening school meeting.
September 6-7, 2016	September 6-7, 2016	The building leader will distribute calendars identifying dates of PBIS assemblies and monthly participation logs of class DOJO.
8-Sep-16	22-Jun-16	The building leader, School Leadership Team, and SBIT will develop life skills' visuals for every classroom.
8-Sep-16	22-Jun-16	The building leader will monitor on a monthly basis teacher participation on class DOJO.
8-Sep-16	22-Jun-16	The building leader, School Leadership Team, and SBIT will incorporate the mission and vision statements, along with examples in the monthly newsletters.
8-Sep-16	22-Jun-16	The building leader will ensure newsletters are distributed to parents/guardians on a monthly basis.
8-Sep-16	22-Jun-16	The building leader, School Leadership Team, and SBIT will incorporate Susan Kovalik's Life Skills to align with General Herkimer's mission and vision statements and monthly PBIS assemblies.
9/8/16	6/22/17	The building leader, School Leadership Team and SBIT will review office discipline referral data and suspension data regularly to evaluate the use of PBIS strategies among staff.
9/8/16	6/22/17	The building leader will target PBIS strategies as a look for during instructional walks in order to ensure that strategies are being used efficiently and consistently.
9/8/16	6/22/17	The building leader will provide professional development and support to staff members as needed in order to monitor the implementation of the DOJO, PBIS and Life Skills trainings.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	March 30-31, April 1, 2016
B2. DTSDE Review Type:	District-led 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 Final Report the building leader, the School Leadership Team, and SBIT will continue to target vocabulary as a need of improvement. To enhance this initiative, teachers in grades 3-6 will direct students to create two sentences, each using the words of the week. Under the direction of their teachers, grades K-2 will develop sentences together using the words of the week.
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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.	100% of teachers will regularly use vocabulary formative and summative assessment data, along with The Daily 5 and Daily Cafe strategies, to reteach and reinforce student understanding through differentiated instruction. Student achievement will be noted as a 5-15% improvement on both monthly vocabulary quizzes and i-Ready Diagnostic Assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly Benchmark Assessment/Formative Assessments

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.
August, 2016	August, 2016	The building leader, School Leadership Team, and SBIT will create grade level appropriate monthly vocabulary quizzes that align with school-wide vocabulary initiative.
9/6/16	9/6/16	The building leader, School Leadership Team, and SBIT will present and explain the procedure for submitting congruence webs/logs at the opening day faculty meeting.
9/6/16	9/6/16	The building leader, School Leadership Team, and SBIT will present a refresher on The Daily 5 and Daily Café on various ways to align with the new reading series during the opening day faculty meeting.
9/8/16	6/22/17	Homeroom teachers will administer monthly vocabulary quizzes to students and monitor their progress. At grade level/vertical team meetings, teachers will discuss vocabulary data, create action plans, and adjust instruction.
9/8/16	6/22/17	100% of teachers will administer the required common formative, benchmark, and diagnostic assessments as outlined on the District's assessment calendar.
9/8/16	6/22/17	The building leader, School Leadership Team, and SBIT will implement the District developed annual assessment calendar within the grade reporting windows that includes: common formative assessments administration and scoring dates for K-6, K-12 benchmark assessments administration and scoring dates, and K-8 diagnostic assessments administration and scoring dates.
9/8/16	6/22/17	The building leader will collect lesson plans on a monthly basis throughout the school year to ensure teachers are differentiating instruction as evidenced through a checklist.
9/8/16	6/22/17	The building leader, School Leadership Team, and SBIT will continue the use of a congruence webs/logs to help develop interdisciplinary lessons targeting Art, PE, Music, Library, ENL/ELL, AIS, Speech, OT/PT, and Resource.

9/8/16	6/22/17	The building leader will collect the congruence webs/logs every six weeks to ensure that there is compliance and commitment to using data to drive instruction.
Fall, 2016	Fall, 2016	The school leader and SBIT will plan Barnes and Noble community event to promote reading and finding "good-fit" books.
Spring, 2017	Spring, 2017	The school leader and SBIT will plan curriculum night for grades 3-6 to discuss how parents/guardians can support their children academically.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	March 30-31, April 1, 2016
B2. DTSDE Review Type:	District-led 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 Final Report the building leader, School Leadership Team, and SBIT will optimize student engagement by incorporating evidence-based practices when calling on students. The review team found that whole group instruction was pervasive and that more students would benefit when teachers use research based practices to keep students engaged.
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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.	100% of teachers will incorporate evidence-based practices to ensure all students are actively engaged as evidenced by Instructional Walks and observations showing that at least 85% of teachers use these practices during lesson delivery.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Instructional Walk Data and Lesson Plans

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.
August, 2016	August, 2016	The building leader, School Leadership Team, and SBIT will develop an AIS schedule to target students in small groups in grades K-2 with the support of AIS teacher assistants; reading teachers will target struggling students in grades 3-6.
9/6/16	9/6/16	During the opening day meeting, the building leader will introduce TAPPLE as a building-wide initiative to ensure all students are actively engaged during instruction.
9/8/16	6/22/17	The building leader will monitor the implementation of differentiated instructional strategies (including TAPPLE, TPT, HOTS, and Bloom's questioning techniques) throughout the 2016-17 school year, by conducting formal and informal observations, instructional walkthroughs, review of lesson plans, and through pre and post conferencing.
9/8/16	6/22/17	Teachers and staff will monitor student progress and adjust groupings during AIS accordingly.
9/8/16	6/22/17	The building leader will share building-wide trends during faculty meetings in order to communicate the need for consistent use of these strategies building-wide.
9/8/16	6/22/17	The building leader will continue to monitor the use of these strategies in order to provide additional support for teachers as needed.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	March 30-31, April 1, 2016
B2. DTSDE Review Type:	District-led 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 Final Report the building leader, School Leadership Team, and SBIT will continue to maintain a safe, orderly, caring, and supportive environment by creating and implementing a more universal system to foster positive school behavior.
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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.	100% of instructional staff will utilize social emotional programs to address students' individual needs, which includes participation by all students and staff in the General Herkimer PBIS, as evidenced by a 5-15% decrease in office discipline referrals.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance; Student Suspension Rate (Short-Term/Long-Term); and Student Discipline Referrals

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.
9/6/16	9/6/16	School social worker will present an informational meeting to inform school staff of community agency programs available to students/parents. Contact information will be dispersed to school staff for future use, and the IST process will be reviewed.
9/6/16	9/6/16	Instructional staff will attend an informational meeting given by school social worker regarding available programs offered through community agencies as evidenced through My Learning Plan.
9/6/16	9/6/16	IST Committee will evaluate students that lack social and/or emotional skills and develop a plan to assist with their needs.
9/8/16	6/22/17	Monthly PBIS assemblies will be held to acknowledge students' embracing Susan Kovalik's Life Skills that align with General Herkimer's mission and vision statements and monthly positive student behavior. During these assemblies, students will be recognized and rewarded for positive behavior in school and on the bus.
9/8/16	6/22/17	During the PBIS assemblies each grade level will be assigned a month and life skill(s) to create a song and/or skit to perform regarding positive behavior in school.

9/8/16	6/22/17	During extended faculty meetings PBIS procedures will be reviewed with staff members. ODR data will also be analyzed and discussed at these meetings and adjustments and/or next steps will be planned and discussed as needed.
9/8/16	6/22/17	During student arrival, opportunities will be provided for students to be involved in various enrichment activities including: Herkimer Journal, Student Council, Botany Bears, General Herkimer Bears' Student Store, and Primary and Intermediate Book Clubs.
9/8/16	6/22/17	The school leader, the School Leadership Team and the school faculty will follow the Board of Education approved Absenteeism/Chronic Absenteeism policy in order to ensure that students are attending school as much as possible to receive the greatest amount of instructional time.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	March 30-31, April 1, 2016
B2. DTSDE Review Type:	District-led 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 Final Report the building leader, School Leadership Team, and SBIT found it is necessary to explore alternative means of engaging parents as learning partners with their children and teachers. Alternative means will be explored so that teachers can understand both student and family needs and advocate for services to address those 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.	100% of teachers will utilize interactive data notebooks on a quarterly basis to allow parents to actively participate in supporting their child/children's needs as evidenced by parent survey responses and a 5% increase in parents feeling adequately prepared to be learning partners with their children and teachers.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

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.
August, 2016	August, 2016	The building leader, School Leadership Team, and SBIT redesigned and enhanced existing data notebooks to incorporate quarterly parent involvement.
9/6/16	9/6/16	During the opening day meeting, the building leader will introduce new data notebook format and explain the school-home connection.
9/8/16	6/22/17	On a quarterly basis, teachers will confer with students to develop goals using i-Ready Diagnostic Assessment(s) data.
9/8/16	6/22/17	On a quarterly basis, data notebooks will be shared with parents and guardians in order to plan ways they will contribute to their child/children's academic success.
9/8/16	10/1/17	The building leader will administer the district developed parent survey to as many parents as possible by the school's open house.
10/1/16	12/1/16	The school leader, SBIT and School Leadership Team will analyze the results and will report the results back to parents through school newsletters.
12/1/16	6/22/17	The school leader, the School Leadership Team and SBIT will adjust the approach to engaging parents based on survey responses and the review of the parents' reaction to the interactive data notebooks.
5/1/17	6/22/17	The school leader will administer the parent survey a second time in June to measure the increase in parents' feeling prepared to be partners in their children's learning and will report results to parents in the school newsletter.