LEA Name:	Troy City School District
LEA BEDS Code:	
School Name:	Carroll Hill School

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

Contact Name	Roy Stiles	Title	Principal
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the 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		John Carmello	
President, B.O.E. / Chancellor or Chancellor's		Jason Scofield	

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

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)
June 10, 2016	Carroll Hill School		
June 17, 2016	Carroll Hill School		
June 22, 2016	Carroll Hill School		
June 24, 2016	Carroll Hill School		
June 28, 2016	Carroll Hill School		

Name	Title / Organization	Signature
Roy Stiles	Principal	
Kyle DePaolo	Special Education Consultant/ Resource Teacher	
Maxine J. Brisport	School Psychologist/Parent Outreach Worker	
Christopher Stack	Principal's Assistant	
Kara Zimmerman	Special Education Co-Teacher	
Shannon Doggett	Reading Intervention Teacher	
Linda Stumbaugh	Reading/ Literacy Coach	
Lisa DiTroia	School Counselor	
Susan Himes	Elementary Education Teacher	

School Information Sheet

School Information Sheet

Grade Configuration	K-5	Total Student Enrollment	441	% Title I Population	100%	% Attendance Rate	91%	
% of Students Eligible for Free Lunch	86%	% of Students Eligible for Reduced-Price	5%	% of Limited English Proficient	0%	% of Students with Disabilities	20%	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native		% Black or African American	28%	% Hispanic or Latino	21%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	39%	% Multi-Racial	11%

School Personnel

Years Principal Assigned to School	0	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	1
% 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		Average # of Teacher Absences	

Overall State Accountability Status

Priority School	X	Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?	X	Identification for Math?	X	Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	8%	Math Performance at Level 3 and Level 4	13%	Science Performance at Level 3 and Level 4	72%	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)	

Did Not Meet Adequate Yearly Progress (AYP) in ELA

	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics

	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		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
X	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

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

☐ 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

☐ 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).

• 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.

In developing the CURRENT YEAR'S plan:

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

The current plan centers around the comprehensive school-wide implementation of a social emotional developmental health vision, curricula, and program, Responsive Classroom. All staff in all environments will receive comprehensive PD, coaching, and ongoing support to fully transform the classrooms and common areas of the school to ensure "engaging academic", "effective management", "positive community", and "developmental awareness". Additionally, teachers at each grade level will have targeted grade level team meetings weekly, attended by the teachers of the grade level, specialists, interventionists, and special educators to attend to a variety of the school priorities including, alignment to the CCLS standards and instructional shifts, family engagement, and the district wide data analysis protocol "Data, Feedback, Strategy". The PD provided and work products developed during this time will be monitored for alignment with the school-wide expectations and adjusted as needed to ensure that staff capacity and student achievement are both

1. There is a need for clearly defined and communicated long-term vision, a system to adjust action steps in a timely manner, a targeted professional development plan, and a comprehensive plan to improve parent engagement.

2. There is a need for a comprehensive curriculum plan that is rigorous, coherent, and consistently aligned to the CCLS, that is clearly communicated (smart goals K-5) and regularly monitored.

3. There is a need for teachers to consistently implement the instructional shifts of the CCLS in order to provide highly engaging lessons for all students.

4. There is a need for a building wide social and emotional vision and curriculum, and consistent implementation of a school-wide behavioral referral structure.

5. There is a need for reciprocal communication with families and community members regarding expectations of the CCLS, student learning goals, behavioral

• 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.

Carroll Hill's mission is to develop individuals who are productive, life long learners. Our vision is to insure this through a dedicated, innovative staff, a curriculum that is comprehensive challenging and an environment which is stimulating and conducive to learn

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

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

A school leadership team has been re-populated and aligned to the commissioners regulations 100.11 and charged with the development, monitoring, and adjustments to the schools' improvement plan. All other working committees will flow from this overall team, including the topics, PD, and activities of the weekly common grade-level team meeting. The school expectations and procedures will be redesigned to implement the comprehensive "Responsive Classroom" and responsive school program, with fidelity in all settings.

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

1.Some staff resistance to guiding principles. School Leadership Team will address resistance by helping to coach staff members that are struggling with the new mission and assist with the development of skills to accomplish the mission. Teachers and leaders have already begun to work with the district office to reassign some staff, to non-priority school locations. 2.Student and family resistance to the change in leadership. The School Leadership Team will assist students and families to understand the mission and or vision of the school. By doing so students and families will have an understanding that the newly designed mission is to get our students to be successful academically, behaviorally and emotionally.

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

PD for all staff on how to use the weekly meeting template (including procedures and electronic tool). PD sessions for 1 of grade-level meeting each month and monthly faculty meetings, to include: (Tri-state rubric, formative assessment, student engagement, providing actionable feedback to students, including multiple points of access in curricular plans and materials). All grade-level teams will receive PD to use district's tool "E-school guru" for progress monitoring, to collect/collate student data for analysis. All teachers will receive PD for the implementing the district-wide DFS approach. All staff will participate in PD for Responsive Classroom program. All staff will participate in PD provided by the Parent Outreach Committee (via guest speakers from outside or within the district, community based agencies, or other groups) to improve their understanding of the relationship between parent engagement, involvement, and student achievement.

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

Building leaders will use public speaking opportunities at district and school events, faculty meetings and grade level team meetings. In addition we will utilize social media and the district website to strengthen the communication between all stakeholders.

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

The plan will be communicated through staff meetings (small and large group), parent/family meetings, through the use of technology (email, social media, etc.) and handouts.

• **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.**

Continue to work closely with our incoming families and preschools to ensure that the transition is smooth. We will reach out to preschools to gain records of our students and continuously examine our curriculum to make sure there are not gaps in the students learning.

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) beginning no later than the 2016-17 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle.

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

1. **Identify the Turnaround Principle the school is choosing to implement.**

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

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

Priority Schools: Whole School Reform Model
(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and

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

D. Assessment: Provide an update to the school's approach to assessment as described in the 2015-16 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2015-16 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

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

2. Organizational Plan

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

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

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

Priority Schools: Whole School Reform Model

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

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

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

The school has considered and addressed each element of the whole school reform model, as follows:
●Providing strong leadership by: (Addressed with current plan for 2016-17)
o Reviewing the performance of the current principal; (Completed Spring 2016)
o Either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the Commissioner that the current principal has a track record of improving achievement and has the ability to lead the turnaround effort; and (Completed July 1, 2016 with the addition of intensive mentoring for the new school leader at appx. 6-8 days per month of embedded PD and mentoring)
o Providing the principal with operational flexibility in the areas of scheduling, staff, curricula, and budget. (partially completed Summer 2016 through June 2017)
● Ensuring that teachers are able to improve instruction by:
o Reviewing the quality of all staff and retaining only those who have the ability to be successful in the turnaround effort; (slated for summer 2018)
o Preventing ineffective teachers from transferring to these schools; and (this practice is discouraged currently, but will formally be slated for June 30, 2018)
o Providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs. (in current plan for 2016-17)
●Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration, provided that such redesigning does not conflict with any applicable collective bargaining agreement. (Planned for implementation September 1, 2018; pending SIG award would facilitate a September 1, 2016 implementation)
●Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with Common Core Learning Standards. (in current plan for 2016-17)
●Using data to inform instruction and for continual improvement, including the provision of time for collaboration on the use of data. (In current plan for 2016-17)
●Establishing a school environment that improves school safety and discipline, and addressing other non-academic factors that have an impact on student achievement, such as students' social, emotional, and health needs. (Major focal point of current plan for 2016-17)
●Providing ongoing mechanisms for family and community engagement. (Beginning in current plan 2016-17, continued in 2017-2018)

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

Planning for future

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

Planning for future

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.

Planning for future

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.

Planning for future

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

Planning for future

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.

Planning for future

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.

Planning for future

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.

Planning for future

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.

Planning for future

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.

Planning for future

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.

Planning for future

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					
Student Average Daily Attendance				Y	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				Y	
Student Discipline Referrals			Y	Y	
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development	Y	Y	Y		
Parent/Family Attendance at Workshops and School Events					Y
Parent/Family Participation in School Surveys			Y		Y
In school suspension (reflection room) attendance/logs		Y	Y	Y	Y
Collaborative meeting minutes		Y	Y		
Frequency of Portal Access (Parent-Family/Student)					Y
Parent Participation on School Committees					Y
In-School Suspension (Turnaround Room) Logs				Y	
	Y				
SCEP learning walk checklist	Y	Y	Y	Y	
Grade level team meeting attendance		Y	Y	Y	
Grade level team agendas and minutes		Y	Y	Y	
Lesson plan samples(presence of 5 planning elements)		Y	Y		
Grade-level formative assessment data in ELA	Y	Y	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:	October 2015
B2. DTSDE Review Type:	District-led LAP 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	The DTSDE LAP review completed in October 2015 indicated the lack of a clearly defined and communicated long-term vision that includes SMART goals, a system to adjust action steps in a timely manner to ensure that students are on track for proficiency, a targeted professional development plan that focuses on the social-emotional needs and academic achievement of all students, and a comprehensive plan to improve parent engagement. Without SMART goals, stakeholders, families, staff, leaders, and students, do not understand the improvement priorities of the school, and therefore do not understand how they

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 start of the 2016-17 school year the building leadership team will develop SMART goals, based on student data and clearly communicate the School Comprehensive Education Plan (SCEP) to all stakeholders. Implementation of the SMART goals and SCEP will be regularly monitored monthly by school and teacher leaders through "SCEP learning walks," bi-weekly review of the D,F,S protocol for Leading indicators, and any feedback provided by stakeholders.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Leading Indicators summaries SCEP learning walk checklist summary Bi-weekly updates

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 1, 2016	July 15, 2016	The school leadership team will establish school-wide SMART goals to address critical areas of school improvement, based on student data.
July 1, 2016	July 15, 2016	The school leadership team will establish a SCEP with CR 100.11 stakeholder and receive BOE approval to begin the plan
July 15, 2016	September 30, 2016	The school leadership team will communicate the goals and activities of the SCEP with all stakeholders (parents, teachers, students, and community members)
July 15, 2016	September 15, 2016	The school building leadership team will establish data collection procedures about the leading indicators in each Tenet of the SCEP
September 1, 2016	June 30, 2017	The school building leadership team will meet bi-weekly to review the data from leading indicators of each improvement activity. Using the "D, F, S" data analysis protocol, the team will make adjustments to the improvement activities in each tenet of the SCEP
August 15, 2016	September 15, 2016	The school leadership team will establish a "look for" checklist/protocol for conducting collaborative walk-abouts/learning walks to ensure that the SCEP priorities are being addressed and implemented by all staff across the school.
September 1, 2016	June 30, 2017	The school building leadership team will provide bi-weekly updates to all stakeholders regarding the progress of the goals in the SCEP. The plan will be communicated through staff meetings (small and large group), parent/family meetings, through the use of technology (email, social media, etc.) and handouts. These communications will include a reflection/feedback cycle to give stakeholders an avenue to express input for adjusting the SCEP.
September 15, 2016	June 15, 2017	School and teacher leaders will conduct collaborative "SCEP learning walks" to ensure that the SCEP priorities are being addressed and implemented by all
September 15, 2016	June 30, 2017	School and teacher leaders will collate and report to the school leadership team the data collected during the collaborative walk-abouts/learning walks. The School leadership team will analyze the results using the D,F, S protocol and share the results with strategies, with all staff.

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:	October 2015
B2. DTSDE Review Type:	District-led LAP 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.	The DTSDE LAP review completed in October 2015 indicated that a comprehensive curriculum plan that is rigorous, coherent, and consistently aligned to CCLS is not in place, clearly communicated (smart goals K-5) or regularly monitored. The school leaders and staff recognize that a lack of this plan hinders teachers in engaging CCLS aligned learning experiences that willl enable students to more successfully meet grade level standards and demonstrate proficiency. Further, teachers do not consistently use formative assessments or connect the data they collect during instruction or assessment to design and adjust unit and lesson plans. Although the school has an explict protocol from the districts' efficacy initiative, called "Data, feedback, strategy (DFS)", teachers do not regularly provide students with the feedback they need, to know if they are progressing sufficiently and how exactly they should improve their work.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable,	By November 1, 2016, 100% of grade level teachers will attend grade level meetings, weekly. Meeting activities will include a rotating schedule of review and adjustment of lesson plans for ELA CCLS alignment, student data to reflect on the degree of student learning, and implementation of the academic aspects of the Responsive Classroom initiative, as well as mini-PD to build teachers capacity to address students needs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Meeting attendance Agendas and minutes Lesson plan samples SCEP learning walks summary of "PD implementation" section

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 1, 2016	August 30, 2016	Assorted teachers participate in district curriculum review and revision (units of study, international literacy conference, etc.)
August 15, 2016	September 30, 2016	Align the master schedule to ensure that all grade level teachers are available to meet at the designated meeting time 1 time each week, including reading specialists, grade level teachers, coaches and special education teachers
August 15, 2016	September 30, 2015	Create a weekly meeting template to record team work and decisions (ie: include CCLS alignment, summative and formative assessments, rubric for assessing student work (success criteria), providing feedback to students, and teacher reflection; monthly family engagement report)
August 15, 2016	September 30, 2015	Develop a schedule of the topics to be addressed during grade level team meetings for weeks 1-40 (see T4 for DFS meetings, T5 Responsive Classroom data, and T6 parent engagement meetings)
September 7, 2016	October 15, 2016	Provide PD for all staff on how to use the weekly meeting template (including procedures and electronic tool)
August 30, 2016	October 30, 2016	Develop a schedule of mini-PD sessions for 1 of grade-level meeting each month and monthly faculty meetings, to include: (Tri-state rubric, formative assessment, student engagement, providing actionable feedback to students,including multiple points of access in curricular plans and materials)
September 7, 2016	June 1, 2017	Implement the mini-PD schedule
September 7, 2016	June 30, 2017	After each PD session, identify "look-fors" from each PD session to add to the Tenet 2 "walk through/walk about" tool for ensuring that all staff are

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:	October 2015
B2. DTSDE Review Type:	District-led LAP 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	The DTSDE LAP review completed in October 2015 indicates that teachers are not consistently implementing the instructional shifts of the CCLS to provide highly engaging lessons for all students. Evidence collected during class visits and a review of instructional plans indicate that teachers inconsistently use data to drive instructional decision making.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious,	By November 15, 2016, 100% of grade level teams will implement an approved progress monitoring protocol to determine the students on-going growth in proficiency of the ELA learning standards. Bi-weekly, the grade level teams will review the progress monitoring data using the D,F,S protocol to adjust the ELA lessons.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Grade-level formative assessment data in ELA SCEP learning walks summary of "PD implementation" section Lesson plan samples (presence of 5 planning elements)

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 7, 2016	November 1, 2016	All grade-level teams will receive PD to use district's tool "E-school guru" for progress monitoring, to collect/collate student data for analysis.
September 7, 2016	November 15, 2016	All grade-level teams will establish a plan for using "E-school guru" for progress monitoring students on-going growth in proficiency of the ELA learning standards.
September 7, 2016	December 1, 2016	All grade level teams will receive PD on using CurricuPlan (curriculum housing tool) to plan lessons that align with CCLS and needs of students based on results from data collection; this results in a school-wide adoption of specific planning elements that all lessons will include, ie: standards are being taught/assessed, lesson objectives ("I can" statements), engaging activities that will be used, desired outcomes, and data that will be collected top determine the degree to which the student has mastered the lesson objective.
September 1, 2016	September 30, 2016	All teachers will receive PD for the implementing the district-wide DFS approach
September 1, 2016	September 30, 2016	Observe other schools in the district to explore models for implementing grade -level/school-wide teams for conducting DFS team meetings
September 30,2016	November 1,2016	Integrate DFS PD and model into the grade-level team schedule of PD/meetings
September 1, 2016	December 1,2016	After each PD session, identify "look-fors" from each PD session to add to the Tenet 2 "SCEP learning walk" tool for ensuring that all staff are implementing the PD

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:	October 2015
B2. DTSDE Review Type:	District-led LAP 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.	Due to a lack of building wide social and emotional vision and curriculum, instruction is too frequently interrupted for all students and resources are disproportionally and ineffectively redirected towards crisis intervention. Analysis of school procedures, parent survey data, discipline and suspension data, and the DTSDE LAP review completed in October 2015 indicates that limitations in classroom management procedures and inconsistent implementation of a school-wide behavioral referral structure has resulted in patterns of aggressive (physical and verbal) misbehaviors.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious,	By November 1, 2016, the school will implement the research based social and emotional vision and program, Responsive Classroom. By June 2017, all teachers and staff will fully implement classroom and school-wide expectations and management systems, resulting in 20% reduction in student suspensions as measured by eSchool referral data and monthly suspension data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly referrals Suspension data Reflection room logs

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 1, 2016	July 8, 2016	School leaders will contact Responsive Classroom to purchase and schedule professional development for all staff.
September 1, 2016	September 30,2016	All staff will participate in PD for Responsive Classroom program
September 7, 2016	November 1, 2016	All staff will implement the Responsive Classroom program in their classrooms and all common areas of the school.
September 7, 2016	June 23, 2017	Teachers will use weekly grade-level planning meeting to review classroom data and adjust Responsive Classroom strategies
September 7, 2016	June 23, 2017	(PBIS team) Student support team will meet monthly to review school wide data and adjust Responsive Classroom strategies
September 1, 2016	June 23, 2017	After each PD session, identify "look-fors" from each PD session to add to the Tenet 2 "SCEP learning walk" tool for ensuring that all staff are implementing

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:	October 2015
B2. DTSDE Review Type:	District-led LAP 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.	Due to the lack of reciprocal communication with families and community members, a significant number of families do not feel connected to the school resulting in low academic expectations and undesirable behavioral outcomes. The DTSDE LAP review completed in October 2015 and the Troy Family Engagement Survey data indicated that parents and family members are not provided with sufficient reciprocal communication regarding expectations of the CCLS, student learning goals, behavioral expectations, and enrichment activities, so that they are equipped to support their children and consistently advocate for their needs.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement.	Quarterly, throughout the school year, 100% of teachers will establish reciprocal relationship with 95% of families of the students in their class or program, as evidenced by monthly Family Engagement report-out during the grade-level team meetings.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Grade level team meeting minutes (Family Engagement report section) Attendance at open house Attendance at parent conferences Attendance at PTO meetings

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date: Identify the projected end date for each activity.**	**E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.**
7-Sep-16	May-17	All staff will participate in PD provided by the Parent Outreach Committee (via guest speakers from outside or within the district, community based agencies, or other groups) to improve their understanding of the relationship between parent engagement, involvement, and student achievement.
September 1, 2016	June 23, 2017	After each PD session, identify "look-fors" from each PD session to add to the Tenet 2 "SCEP learning walk" tool for ensuring that all staff are implementing the PD
Aug-15	Sep-7	The school leadership team will establish a red/yellow/green report for the grade-level team meetings so that teams will monitor the on-going recripocal communication with families.
Sep-16	Jun-17	All teachers and staff will continue to foster positive relationships with families by initiating weekly reciprocal communication with families, listening to families in order to identify ideas, needs and priorities. Teachers/staff will consistently use technology (emails, student portal, social media, etc.) to inform parents about academic goals, class work, goals, homework, and school events and activities.
Sep-15	June-30	All teachers will report out monthly at the grade-level team meetings, using the red/yellow/green protocol, their progress in establishing and fostering reciprocal communication with families.
Oct-1	December-30	The School will host events that will include sessions for parents on using the student portal and tips for becoming involved in the educational process in multiple ways that fit the family's schedules. The district's technology department will ensure that families/parents and students are able to access information and to provide information to the district via technology
Sep-15	Jun-17	The Parent Outreach Committee will work with school and teacher leaders to develop a process and protocol to create a system to recruit and train parent volunteers and identify activities and events where parent volunteers could be utilized,such as (PTO, SLT,etc.).