

LEA Name:	Troy City School District
LEA BEDS Code:	491700010020
School Name:	Carroll Hill School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

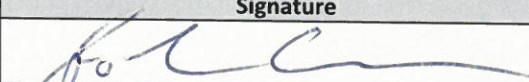
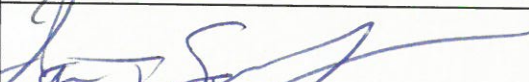
Contact Name	Roy Stiles	Title	Principal
Phone	(518)328-5701	Email	stilesr@troycsd.org
Website for Published Plan	troycsd.org		

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		JOHN CARMELO	7-19-2017
President, B.O.E. / Chancellor or Chancellor's Designee		JASON SCHOFIELD	7-19-2017

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.
- ☒ 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) and §3012(d) .
- ☒ 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)
9/12/16 & 9/26/16	Carroll Hill School	2/13/17 & 2/27/17	Carroll Hill School
10/11/16 & 10/24/16	Carroll Hill School	3/13/17 & 3/17/17	Carroll Hill School
11/14/16 & 11/28/16	Carroll Hill School	4/10/17 & 4/24/17	Carroll Hill School
12/12/16 & 12/19/16	Carroll Hill School	5/8/17 & 5/22/17	Carroll Hill School
1/9/17 & 1/23/17	Carroll Hill School	6/14/17 & 6/16/17 & 6/21/17 & 6/29/17	Carroll Hill School
1/30/17 & 1/31/17	NYSED, Albany NY		

[illegible]

School Information Sheet

School Information Sheet											
Grade Configuration	K-5	Total Student Enrollment	354	% Title I Population	100%	% Attendance Rate	91%				
% of Students Eligible for Free Lunch	78%	% of Students Eligible for Reduced-Price Lunch	2%	% of Limited English Proficient Students	0%	% of Students with Disabilities	22%				

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0%	% Black or African American	30%	% Hispanic or Latino	19%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	37%	% Multi-Racial	13%

School Personnel							
Years Principal Assigned to School	1	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	2.5
% 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	13%	Average # of Teacher Absences	6

Overall State Accountability Status							
Priority School	X	Focus School Identified by a Focus District		SIG 1003(a) Recipient	No	SIG 1003(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	No	Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	14%	Math Performance at Level 3 and Level 4	11%	Science Performance at Level 3 and Level 4	69%	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		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 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
	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

<input type="checkbox"/>	Tenet 2: School Leader Practices and Decisions
<input checked="" type="checkbox"/>	Tenet 3: Curriculum Development and Support
<input type="checkbox"/>	Tenet 4: Teacher Practices and Decisions
<input type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	Tenet 6: Family and Community Engagement

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

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

The most significant impact that resulted from the 2016-17 plan was a reduction in out of school suspensions from the 2015-16 to 2016-17 of 23%. This is a direct result of the work being done in Tenet 2 and Tenet 5. There were clear and consistent expectations set for all students in September and these expectations were consistently reinforced throughout the school year. With the continued implementation of our social/emotional plan we are expecting another year of decreased student suspensions. One of the most promising practices that emerged was the development of building specific instructional norms. We are looking forward to implementing these norms in all classrooms and monitoring their impact on student achievement.

- 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.

All mid-course changes to the 2016-17 plan were based off of the recommendations from the SED Integrated Intervention Team review in January.

The goal statement for tenet 2 was revised to state: The school leader and building leadership team (BLT) should begin work to;

- Make sure that all review recommendations and intended outcomes are shared and clearly understood by staff, parents, and students
- Monitor and evaluate, at BLT meetings the implementation and impact of the review recommendations

The goal statement for tenet 3 was revised to state: Teachers should make sure that grade level team meetings result in specific adaptations in planning and instructional strategies, for immediate implementation, to support students learning in ELA.

The school leader or designee should;

- monitor the minutes of grade level team meetings to make sure that adaptations and strategies are identified and recorded"

The goal statement for tenet 4 was revised to state: Teachers should;

- make sure that student friendly 'I can' learning objectives are shared and discussed with students
- check students' understanding of learning objectives and reference objectives during and at the end of lessons

The school leader should

- monitor teachers' use of learning objectives and check students understanding of their learning through discussions with students during informal walk-throughs
- provide feedback for individual teachers

The goal statement for tenet 5 was revised to state: By January 23, 2017 the school leader should establish a team that will work to develop a vision and strategy, shared and understood by teachers and parents that will identify and meet all student social and emotional needs. The vision and strategy should include systems and procedures, for implementation at the start of the next school year, that will;

- identify and address all student social and emotional needs
- monitor and analyze student social and emotional data
- plan supports for all students

The goal statement for tenet 6 was revised to state: By January 23, 2017 the school leader should establish a team to develop a school specific parental engagement plan. The team should work to develop a parental engagement plan, to be implemented at the start of the next school year, that should include;

- clear goals, roles and responsibilities
- analysis of any barriers to increasing parental engagement
- specific actions and strategies to improve parental engagement
- procedures to monitor and evaluate the implementation and effectiveness of agreed parental engagement strategies

Moving forward: Tenet 2 the building leader and BLT will focus on reviewing and monitoring the SCEP goals and making sure that the goals and intended outcomes are shared with all stakeholders. Tenet 3 has helped the school leader and BLT see the need for focused team meetings that utilize the D/F/S process focused around ELA. Tenet 4 has allowed us to build upon the use of "I can" statements and create new Carroll Hill instructional norms that will be implemented in all classrooms and monitored by the building leader and BLT. For Tenet 5 and Tenet 6 we will begin to implement each of the plans and examine the impact that they are having.

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

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

- Utilizing our grade level team meetings to use the DFS model
- Monitor and evaluate the Carroll Hill instructional norms
- Using the universal screener (SAEBRS) to address social/emotional needs of all students
- Developing a plan to increase reciprocal communication with families
- Monitoring and evaluating the the SCEP and SMART goals by the BLT

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

- For reciprocal communication between educators and families
- For all stakeholders to have a clear understanding of Carroll Hill's vision and improvement plan
- For implementing a clear school-wide expectation that teachers will adapt the curriculum for all students' needs
- For teachers to improve instructional objectives and practices
- For administration to establish protocols to communicate and review instructional practices with staff
- For a universal screener to assess social/ emotional needs of all students

-
- **State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.**

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

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

School wide ELA and Math achievement will increase by at least 10 percentage points over the previous year for all students and all sub groups of students.

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

The Building Leadership Team will monitor all committee work and all committees will report monthly to the Building Leadership Team to discuss progress and impact. The Student Support Team will analyze SAEBRS data in order to effectively support targeted students' needs. PBIS and Second Step curriculum will be implemented to meet the social emotional needs at the building level. D/F/S meetings and increased grade level consistency of instructional practices will be supported by instructional coaches, and guided by the Carroll Hill instructional norms.

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

- Time for professional development and time to collaborate within and across grade levels
- Some resistance to new instructional norms, use of SAEBRS, and increased monitoring of SCEP SMART goals by the BLT

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

- Week of August 7-11 of school-wide professional development: SAEBRS, PBIS, Second Step, Technology, Student Support Team, Efficacy Institute, Family Engagement, Curriculum, Instructional Norms
- Throughout the school year, coaches will provide ongoing professional development with instruction and DFS
- PD will be provided during monthly grade level meetings, faculty meetings, and on-demand by Questar, instructional coaches, and curriculum leaders

- **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 and grade level team meetings. In addition building leaders will use social media and the school web page to communicate with families and the community.

- **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, and the plan will be posted on the District website and Carroll Hill web page.

- **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.**

Carroll Hill will continue to work closely with our incoming families and preschools to ensure that their 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 students' learning.

Re-Identified Focus Schools

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

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement 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) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and 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. Below provide an update on the implementation of the selected principle.

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

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

--	--

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

--	--

3. How will the school continue to monitor and make adjustments to implementation?

--	--

REVIEWER FEEDBACK

REVIEWER FEEDBACK

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

REVIEWER FEEDBACK

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

<http://www.p12.nysed.gov/accountability/forms.html>

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 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 2016-17 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 2016-17 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 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 2016-17 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 2016-17 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 16-17 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/>. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's Turnaround Principles

2. Describe how the school selected the model identified. Identify any relevant data sources and analysis of those sources.

This model was selected because we did not receive a School Improvement Grant or a School Innovation Fund. We believe that we will be able to use the USDE Turnaround Principles in conjunction with a strong School Comprehensive Education Plan to improve student learning and make the necessary gains for all students.

3. Detail a schedule of events for the 17-18 school year that will result in a fully developed plan for implementation of the selected model.

The school has considered and addressed each element of the whole school reform model, as follows:

- Providing strong leadership by: (Addressed in 2016-17 school year and with current plan)
 - Reviewing the performance of the current principal; (Completed Spring 2017)
 - 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 hiring of a new principal and providing the principal with the addition of mentoring appx. 6-8 days per month)
 - Providing the principal with operational flexibility in the areas of scheduling, staff, curricula, and budget. (Began summer 2016 with additional changes being made for the 2017-18 school year)
- Ensuring that teachers are able to improve instruction by:
 - 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)
 - Preventing ineffective teachers from transferring to these schools (This practice is discouraged currently, but will formally be slated for June 30, 2018)
 - Providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs. (Began in plan for 2016-17 and continuing in plan for 2017-18)
- 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. (Changes have been made to the schedule beginning in September 2016 to allow teachers more time for collaboration, as well as, all students being able to participate in the school's ELT that begin in October 2016)
- 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 2017-18)
- 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 2017-18)
- 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. (In current plan for 2017-18)
- Providing ongoing mechanisms for family and community engagement. (In current plan for 2017-2018)

4. Describe the leading indicators that will be used to track progress against the schedule of events. Identify persons responsible for progress monitoring.

- Providing strong leadership:

Leading indicators - principal evaluation, district office monthly visits, principal mentor feedback

- Ensuring that teachers are able to improve instruction:

Leading indicators - teacher observations, teacher APPR scores, learning walks

- Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration:

Leading indicators - ELT data, team meeting minutes

- 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:

Leading indicators - Instructional norms, team meeting minutes, learning walks

- Using data to inform instruction and for continual improvement, including the provision of time for collaboration on the use of data:

Leading indicators - Instructional norms, team meeting minutes, learning walks

- Establishing a school environment that improves school safety and discipline:

Leading indicators - SAEBRS Data, student average daily attendance, student suspension rate, student discipline referrals

- Providing ongoing mechanisms for family and community engagement:

Leading indicators - Parent sign-in rosters at school events/parent conferences, parent attendance at workshops, teacher attendance at PD, teacher communication logs

All leading indicators will be monitored by the building leader and leadership team. They will receive monthly reports from committees and teams responsible for the oversight of each specific area. As well as, having a building specific data dashboard that will be updated throughout the school year.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

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

Participation in the Expanded Learning Time is voluntary, however we strongly encourage all students to attend and target students in the following ways:
Teacher recommendations
Family outreach by teacher and building leaders
Open enrollment 3 times a year
Special enrollment for new students

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

For all students we look at individual need:
Differentiate at the grade level to accommodate struggling students.
For students with IEP's or from self-contained classrooms, we place them in appropriate teaching (academic) environments.
Ensure teacher understanding of all student IEP's and relevant behavior intervention plans.
T.A. to assist with socialization and interactions.
Coming up with action plans with student, teacher, and parents for those with emotional or behavioral needs.
Providing alternate programs for students who display social emotional concerns.

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.

Based on SAEBS data and data collected in our data dashboard
Collaboration with local college teams to provide enrichment activities
Siena Basketball Team
Programs provided by MVP to teach healthy living
Partnership with RPI, Union, St. Rose, UAlbany to provide tutoring
Collaboration with Troy National Honor Society to support teachers and students

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.

School wide ELA and Math achievement will increase by at least 10 percentage points over the previous year for all students and all sub groups of students.
Increasing student attendance over the previous year
Increase enrollment in After School Program
Decrease student referrals compared to the previous year

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.

Participants are required to read and sign off on After School rules and expectations
Cross referencing attendance to school attendance (hopes to use eschool)
Calling families of students who were present in school but absent for after school
Providing parents with school phone numbers, personal numbers, email
Multiple notifications about upcoming events or schedule changes
1:1 phone calls for last minute schedule changes
Follow district's policies and procedures for safety guidelines
Adult stationed at the front desk at all times to ensure safety
Radio contact if teachers were teaching outside of the classroom
Rode school bus to ensure students were safe
Gave parents estimated arrival of buses
Dismissal procedure

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.

All instruction is based upon New York CCLS
Community Educators: meeting with the classroom teachers or providing information prior to meeting with students.

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.

Student groups are created based upon individual students skills instead of grade level
Incorporating reading teachers to target additional reading support
Counseling to decrease behavior and increase academic success
Enrichment activities provided for students who are seeking acceleration
Teachers encouraged to use research-based instructional practices to provide effective differentiated instruction

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.

All instruction is based upon New York State CCLS
Teachers are encouraged to support all learning styles during instruction
Collaboration between teachers is encouraged to ensure engaging instruction
Instruction incorporates gradual release of responsibility to ensure students will meet objective
More use of high level questioning from teachers and by students

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.

Teachers are encouraged to self-reflect upon instruction and activities with program coordinators and building administrators
Collaboration occurs between co-teachers and between grade levels
Instructional techniques focused upon during district professional development are utilized throughout the After School Program

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.

Engage in the D/F/S throughout the school year when focusing on academic data
Comparing participants in the After School program to general school population
Locating areas of need for After School participants
Develop instructional strategies to support areas of need
Target these areas of need until the next round of academic data is provided
Examine attendance data of After School participants compared to general school population and compared to the previous year
Examine referral data of After School participants compared to general school population and compared to the previous year
Use of the Carroll Hill data dashboard

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.

Several Family Project Nights are held throughout the year to encourage family involvement
Collaboration with the Community Outreach Program to effectively use community resources

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	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	
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					
Teacher Attendance at Professional Development					Y
Parent Attendance at Workshops					Y
Parent Participation in District/School Surveys					Y
Team meeting minutes	Y	Y	Y		
Formative Assessment Data	Y	Y	Y		
District Assessment Data	Y	Y	Y		
Administrative learning walks	Y	Y	Y		
SAEBRS Data				Y	
Parent Participation in District/School Survey					Y
Parent Attendance at Workshops					Y
Parent sign-in rosters at school events/parent conferences					Y
Individual Student Progress Monitoring Data		Y			
Monthly Grade Level meeting minutes			Y		
Teacher communication log					Y
State Assessment Data	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:	January 18-19, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

<u>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.</u>	The DTSDE review completed in January 2017, indicated that there is a need for all stakeholders to have a clear understanding of Carroll Hill's vision, goals, and improvement plan. Additionally, the BLT must monitor the SCEP SMART goals, and evaluate their impact on school improvement.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u>	Beginning in September, 2017, the school leader and <i>Building Leadership Team</i> (BLT), will ensure that all SMART goals and intended outcomes, are shared and clearly understood by staff, parents, and students. During monthly meetings, the BLT will monitor and evaluate the implementation and impact of SMART goals. (<i>SMART - Specific, Measurable, Ambitious, Results-oriented, and Timely</i>).
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	Administrative learning walks Team meeting minutes District Assessment Data State Assessment Data

<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date:</u> Identify the projected end date for each activity.	<u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
9/14	9/14	Parent orientation on building goals and SCEP plan. Intended outcomes are family understanding and awareness of building and SMART goals. Responsibility of Building leader and BLT
12/7	12/8	Parent conference where building goals and student academic progress will be shared. Visuals depicting school wide goals and intended outcomes will be displayed in lobby. Intended outcomes is that the SMART goals are shared and clearly understood. Responsibility of teachers, building leader, and BLT
3/22	3/23	Parent conference where building goals and student academic progress will be shared. Visuals depicting school wide goals and intended outcomes will be displayed in lobby. Intended outcomes is that the SMART goals are shared and clearly understood. Responsibility of teachers, building leader, and BLT
September 2017	June 2018	Share with families at monthly outreach events the building and SMART goals. Intended outcomes are family understanding and awareness of building and SMART goals. Responsibility of building leader and BLT.
September 2017	June 2018	Share with faculty at monthly meetings the building and SMART goals. Intended outcomes are faculty understanding and awareness of building and SMART goals. Responsibility of building leader and BLT.
September 2017	September 2017	Share with students the building and SMART goals. Intended outcomes are student understanding and awareness of building and SMART goals. Responsibility of building leader.

September 2017	June 2018	School and teacher leaders will collect and report to the BLT data collected during learning walks. The BLT will analyze the results using the D/F/S process and share the results with strategies, with all staff.
September 2017	June 2018	During classroom visits the support staff will share the building and SMART goals with students. Intended outcomes are for student understanding and awareness of goals.
September 2017	June 2018	Building leader and BLT will meet bi-weekly to review the data from the leading indicators. Using the D/F/S process the team will make adjustments to the activities in each tenet of the SCEP.

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:	January 18-19, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

<u>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.</u>	The DTSDE review completed in January 2017, indicated that there is a need to establish and implement a clear school-wide expectation that teachers will adapt the curriculum for all student learning needs.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u>	Beginning in September, 2017, 100% of teachers will ensure that outcomes of grade level team meetings are based on school-wide, classroom, and individual student goals in English Language Arts (ELA) using the Data Feedback Strategy (DFS) process. Using building, classroom, and individual student data, teachers will adapt planning and instruction to meet those goals.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	Team meeting minutes Formative Assessment Data District Assessment Data Individual Student Progress Monitoring Data Administrative learning walks State Assessment Data

<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date:</u> Identify the projected end date for each activity.	<u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
September 2017	June 2018	Bi- weekly team meetings; all instructional providers will attend grade level meetings; grade level teams will discuss data and plan instructional focus based on data feedback. Each team will complete meeting minutes and share with building principal and BLT.
September 2017	October 2017	During the first bi-weekly team meeting after district-wide assessments, all instructional providers will analyze student data to inform instructional goals. Each team will complete meeting minutes and share with building principal and BLT.
October 2017	January 2018	Bi- weekly team meetings; all instructional providers will attend grade level meetings; teams will discuss data from classroom, formative, and individual assessments and plan instructional focus based on data feedback. Each team will complete meeting minutes and share with building principal and BLT.
January 2018	February 2018	Bi- weekly team meetings; all instructional providers will attend grade level meetings; grade level teams will discuss data on interim assessment and plan instructional focus based on data feedback. Each team will complete meeting minutes and share with building principal and BLT.
February 2018	May 2018	Bi- weekly team meetings; all instructional providers will attend grade level meetings; teams will discuss data from classroom, formative, and individual assessments and plan instructional focus based on data feedback. Each team will complete meeting minutes and share with building principal and BLT.

May 2018	June 2018	Bi- weekly team meetings; all instructional providers will attend grade level meetings; grade level teams will discuss data on interim assessment and plan instructional focus based on data feedback. Each team will complete meeting minutes and share with building principal and BLT.
September 2017	June 2018	Building leaders, instructional coaches, and district administrators, will conduct frequent learning walks and provide timely feedback to individual teachers and grade level teams to ensure the implementation of the D/F/S process.

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:			January 18-19, 2017
B2. DTSDE Review Type:			SED Integrated Intervention Team (IIT)
<u>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.</u>			The DTSDE review completed in January 2017, indicated that there is a need for teachers to clearly establish, and then refer to, learning objectives throughout lessons. Teachers also need to formally or informally assess student learning throughout, and at the end of lessons. Furthermore, building leadership needs to clearly communicate schoolwide instructional expectations, and establish formal protocols for review of those instructional practices.
<u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u>			Beginning in September, 2017, 100% of teachers will implement the <i>Carroll Hill Instructional Norms</i> into their planning and instruction.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>			Team meeting minutes Monthly grade level meeting minutes Formative Assessment Data District Assessment Data Administrative learning walks State Assessment Data
<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date:</u> Identify the projected end date for each activity.	<u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>	
August 2017	August 2017	The BLT will provide professional development to all staff around the Carroll Hill Instructional Norms.	
August 2017	September 2017	The BLT will provide every teacher with a <i>Student Goal</i> document to monitor DFS.	
September 2017	June 2018	Teachers will keep a <i>Student Goal</i> document that will be reviewed by the BLT each trimester to show impact of the <i>CHS Instructional Norms</i> .	
September 2017	September 2017	Learning walks conducted by school leader and other building administration and their feedback will be focused on <i>Instructional Norm #2</i> during September.	
October 2017	October 2017	Learning walks conducted by school leader and other building administration and their feedback will be focused on <i>Instructional Norm #3</i> during October.	
November 2017	November 2017	Learning walks conducted by school leader and other building administration and their feedback will be focused on <i>Instructional Norm #4</i> during November.	
December 2017	December 2017	Learning walks conducted by school leader and other building administration and their feedback will be focused on <i>Instructional Norm #5</i> during December.	

January 2018	June 2018	Building leaders, instructional coaches, and district administrators, will conduct frequent learning walks and provide timely feedback to individual teachers and grade level teams to ensure the implementation of the <i>CHS Instructional Norms</i> .

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:		January 18-19, 2017
B2. DTSDE Review Type:		SED Integrated Intervention Team (IIT)
<u>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.</u>		The DTSDE review completed in January 2017, indicated that there is a need for a school-wide social emotional vision and plan that includes, a screener to identify the social-emotional needs of all students, a system of data collection, review, and analysis, and clearly defined protocols for PBIS.
<u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u>		Beginning in September, 2017, all students will be assessed three times a year using SAEBRS, a Social, Academic, and Emotional Behavior Risk Screener. The Student Support Team (SST/formally the Behavior Intervention Team, BIT) will collect, review, and analyze the data, to inform next steps for individual students, and subgroups throughout the year.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>		SAEBRS Data Student Average Daily Attendance Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals
<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date:</u> Identify the projected end date for each activity.	<u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
September 2017	June 2018	Social, Emotional, Academic Behavior Risk Screener (SAEBRS) will be used to universally screen all students in September, January, and May. The Student Support Team will collect, review, and analyze the data, to inform next steps for individual students, and subgroups throughout the year. SST will provide individual counseling, small group counseling, and individual behavioral interventions to students deemed at risk through SAEBS.
September 2017	June 2018	Second Step Social-Emotional Curriculum will be delivered to all students bi-weekly. Social worker, school counselor, and the school psychologist will be delivering the lessons. Starting in September 2017, all students will receive social-emotional lessons to build interpersonal skills such as conflict resolution, assertiveness, and how to manage disappointment.
September 2017	June 2018	Morning Program will be a monthly Character Education based event. All students will learn a monthly character trait that will be reinforced throughout the building. The Character Education Committee will plan and implement Morning Program to enhance positive school culture.
September 2017	June 2018	Positive Behavioral Interventions and Supports (PBIS) will be implemented throughout the year starting in September 2017. The Character Education Committee will monitor and provide feedback on PBIS practices throughout the year. Faculty and staff will be provided with a PBIS handbook including building expectations, classroom management techniques, and suggested behavioral interventions. Clear expectations will be created, demonstrated, and reinforced using a token economy (Troy Bucks). Expectations will be consistent in all settings so students are aware of behavioral norms.

September 2017	June 2018	The Character Education Committee (Formerly the PBIS Committee) will meet monthly to plan, implement, and monitor all building-wide social-emotional initiatives. This includes PBIS, Morning Program, and other events that build positive school culture.
September 2017	June 2018	The Student Support Team (Formerly the Behavior Intervention Team) will meet bi-weekly starting in September 2017. The Student Support Team (SST) will collect, review, and analyze the data from SAEBRS to inform next steps for individual students, and subgroups throughout the year. Students can also be referred to SST by a SST Referral Form that will be provided to all staff in September 2017. Using a team approach, SST will provide individual counseling, small group counseling, and individual behavioral interventions to students deemed at risk through SAEBRS.

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:	January 18-19, 2017
B2. DTSDE Review Type:	SED Integrated Intervention Team (IIT)

<u>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.</u>	The DTSDE review completed in January 2017, indicated that there is a need for an established plan that articulates the quality and regularity of reciprocal communications between staff and parents to ensure a sustainable and effective home-school partnership.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u>	Beginning in September, 2017, the school will begin to implement a plan which includes monthly family events and activities to improve reciprocal communication. Activities and events will be focused on ELA, math, social/emotional needs, and other areas indicated by families. This sustainable, effective home-school partnership will increase student achievement.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>	<ul style="list-style-type: none"> Parent sign-in rosters at school events/parent conferences Teacher communication logs Student Average Daily Attendance Teacher Attendance at Professional Development Parent Attendance at Workshops Parent Participation in District/School Survey

<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date:</u> Identify the projected end date for each activity.	<u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
September 2017	October 2017	COMMUNICATING REGULARLY WITH FAMILIES ABOUT LEARNING: The Parent Outreach and Parent Engagement Committee along with the school based Technology Committee will provide workshops and training for all staff regarding the use of technology apps to communicate to families about their child's progress. Additionally, teachers will use apps to provide information about the curriculum, as well as classroom and school events.
September 2017	June 2018	FOSTERING POSITIVE RELATIONSHIPS WITH FAMILIES: All faculty and staff will continue to develop efficient, routine communication systems across home and school. Such systems must address all families, including those with no phones or computer access. The Parent Outreach and Parent Engagement Committee will develop a system focused on a program designed to determine which families are not being reached by traditional practices.
September 2017	June 2018	PROFESSIONAL DEVELOPMENT FOR FACULTY AND STAFF: The staff will develop new skills and knowledge to enhance their ability to form collaborative family-school partnerships. The Parent Engagement Committee along with school administrators will share school-based practices focused on building trust, problem solving, and shared decision making with families. Through on going reciprocal communication, staff will provide opportunities to sustain a collaborative family-school partnership.

September 2017	September 2017	Carroll Hill School will host a Back to School event that will include sessions for parents on tips for becoming involved in the educational process in multiple ways that fit families' schedules.
July 2017	June 2018	The Carroll Hill School Family Engagement Plan. The Parent Engagement and the Parent Outreach Committee in collaboration with the school administrators and teachers will implement the activities list from the Family Engagement Plan.
September 2017	June 2018	The Carroll Hill staff will send all families the school's monthly newsletter. The newsletter will include a message from the building leader along with messages from each grade level.