

LEA Name:	John L. Edwards Primary School
LEA BEDS Code:	101300010002
School Name:	John L. Edwards Primary School

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	STEVEN A. Spicer	Title	Principal
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Website for Published Plan	www.hudsoncityschooldistrict.com		

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		Maria Suttmeier	
President, B.O.E. / Chancellor or Chancellor's Designee		Maria McLaughlin	

Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f,* it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.
8. *If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f,* the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

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)
June 8, 2015	John L. Edwards Library		
July 7, 2015	John L. Edwards Library		
July 16, 2015	John L. Edwards Library		

Name	Title / Organization	Signature
Laurie Cordato		First Grade Teacher
Pierpont Geer		School Nurse
Beth Hawes		AIS Teacher
Terry Ohl		Kindergarten Grade Level Chair
Denise Sheedy		Special Ed. Resource Room Teacher
Stevn Spicer		School Principal
Kirin Buckley		Parent
Kathleen Hodges		Parent
Rebecca Stolfus		ESL Teacher
Tracy Muller		Special Ed. Teacher
Marlena Peduzzi		Kindergarten Teacher

School Information Sheet

School Information Sheet							
Grade Configuration	Pre-K-K-2	Total Student Enrollment	486	% Title I Population	100%	% Attendance Rate	92%
% of Students Eligible for Free Lunch	59%	% of Students Eligible for Reduced-Price	10%	% of Limited English Proficient Students	14%	% of Students with Disabilities	19%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	1%	% Black or African American	18%	% Hispanic or Latino	17%	% Asian, Native Hawaiian / Other Pacific Islander	8%	% White	46%	% Multi-Racial	11%

School Personnel							
Years Principal Assigned to School	4.5	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	3
% 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	7%	Average # of Teacher Absences	6%

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District	X	SIG 1003(a) Recipient	X	SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	X
ELA Performance at Level 3 and Level 4	17%	Math Performance at Level 3 and Level 4	14%	Science Performance at Level 3 and Level 4		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
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
XX	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

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

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

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

SCEP Plan Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The most positive impact that resulted from the previous year's plan was the increased parent participation in school events, activities and parent nights.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Tenet 2.2- Adjustments to the Vision and Mission Statement and how these were delivered to our parents and children. 2.3 Changes to the 2014/15 Schedule could not be implemented due to staffing issues. 6.2 The JLE Report Creation/Revision Committee will review and revise the Key to the 2014/15 Report Cards and Progress Report allow parents to better understand their child's progress utilizing parent friendly language; this was achieved but could not be implemented until next year.

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

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

1. The John L. Edwards SIT will write goals that are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) in its 2015/16 CEP.

2. The John L. Edwards SIT will communicate the vision & mission statement to all Parents, Staff, Students and Community Members at least quarterly, through verbal and written communications in the 2015/16 School Year.

3. JLE will implement a new schedule to address previous reductions in physical education, music, art, and library times.

4. The School Principal will implement practices for improving instructional techniques by communicating actionable feedback for all teachers.

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

I. Currently John L. Edwards does not employ a system to disseminate school wide student data to our school community.

II. Currently John L. Edwards does not have scheduled periods allowing the teachers to share data, collaborate and differentiate instruction to meet the needs of all students.

III. Currently John L. Edwards does not provide frequent feedback to students based on the analysis of timely data that enables them to engage in the next-steps to meet instructional goals.

IV. Currently JLE has a limited number of interventions to meet the social/emotional needs of students at RtI/PBIS Tiers II and III, therefore we need to develop more interventions.

V. The Hudson City School District has retention and attendance policies, however JLE needs specific procedures for the implementation of these policies.

- 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.

John L. Edwards Primary School is a diverse community of educators, parents, families and volunteers all bound together by dedication. As a whole we provide the children of John L. Edwards with a safe, nurturing and positive environment that fosters a life long love of learning. In order to fulfill our mission statement, JLE will have to ensure that all stakeholders know and share the school's vision, mission, and that the goals aligned in the SCEP.

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

There will be a 15% increase for grades K and 1 and 10% increase for grade 2 in students reading on grade level for all students and identified sub groups.

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

The school structures will drive strategic implementation of the mission/guiding principles by utilizing ongoing discussions and programatic review at School Improvement Team meetings, Faculty meetings, PTA meetings, Safety Team meetings, Grade Level Chair meetings and RtI Steering Committee meetings.

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

The anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how they will be addressed are:

1. Significant Cultural/Language challenges of the school community

- > School Newsletters and communications in home languages
- > Use of translators at parent/school meetings
- > Multi-cultural school events

2. The time needed to complete each goal.

- > The SIT will monitor tenant goal's progress at monthly meetings and provide more time for completion if needed.

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

I. Professional training on best practices on running collaborative planning times and RtI periods will be provided. Rationale: The SCEP calls for an RtI period to written into the schedule. The teachers will need training on how use this time effectively.

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

JLE Newsletter, Classroom Newsletters, PTA Meetings, Meeting the Teacher Night Parent Meeting, SIT Meetings, the District Webpage.

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

JLE Newsletter, Classroom Newsletters, PTA Meetings, Meeting the Teacher Night Parent Meeting, SIT Meetings, the District Webpage.

- 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.

1. Every Pre-K child will be screened for academic and social/emotional skills before being placed in a kindergarten class.

2. Parents will meet with the Principal at kindergarten screening to discuss how they can prepare their child academically and socially/emotionally for the rigor and routines of kindergarten.

3. Parents and children will attend a Kindergarten Orientation the day before school begins.

4. Following Kindergarten Screening the Pre-K children scoring in the lowest percentiles will be invited to attend the JLE Kindergarten Summer Academy in August of 2015.

Priority Schools: Whole School Reform Model

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

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

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

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations

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

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.

C. Professional Development: Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the

E. Assessment: Describe the school’s approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State’s accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not

F. School Climate and Discipline: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school’s approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school’s approach to supporting and enhancing the social and emotional health needs of its students.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the

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

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

A. Site-based Governance: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting

B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school’s approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation

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Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2015-2016 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students (or of Academic Intervention Services students if the school is not receiving 1003(g)

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

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

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

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures,

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

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

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

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

[Empty yellow box]

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

[Empty yellow box]

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

[Empty yellow box]

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					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals					
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development					
Parent Attendance at Workshops					
Parent Participation in District/School Surveys					
Student performance on Dial 4 Screening	Y				
Student performance on Rtl reading benchmarking assessments	Y				
JLE Destination Graduation Newsletter	Y				
Teacher Attendance at Collaborative Planning Meetings		Y			
Minutes of Collaborative Planning Meetings		Y			
Student Grouping List From Rtl Periods.		Y			
Teacher Collaborative Planning Journals		Y			
Student Performance on Rtl Progress Monitoring		Y			
Tier II & III Plan		Y			
Teacher Attendance at Benchmark Committee Meetings			Y		
Creation of Pre-K-2 Benchmarks			Y		
Creation of Pre-K-2 Student Rubrics			Y		
Benchmark Committee presents benchmarks and students rubrics			Y		
Self-evaluation form for student rubric			Y		
Membership attendance at Attendance Committee					Y
Attendance Committee Minutes					Y

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 (CCL) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. HEDI Rating:	D
B2. HEDI Rating Source:	DTSDE
B3. HEDI Rating Date:	February 25-26

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.	Currently John L. Edwards does not have scheduled periods allowing the teachers to share data, collaborate and differentiate instruction to meet the needs of all students.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning September of 2015, the school leader will implement a new schedule with collaborative teacher RtI periods and implement professional development for effective use of RtI data and collaborative periods as measured by the schedule, minutes from collaborative meetings and teacher planning journals.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Collaborative Planning Meetings Minutes of Collaborative Planning Meetings Student Grouping List From RtI Periods Teacher Collaborative Planning Journals Student Performance on RtI Progress Monitoring Tier II & III Plan
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/8/2015	9/8/2015	On 9/8/15 the school leader will present the 2015/16 schedule and inform the teachers of their RtI teams and collaborative planning time expectations.
9/23/2015	9/23/2015	Embedded staff developer Colleen Hall will provide professional training on best practices on running collaborative planning times and RtI periods at the September JLE Faculty Meeting.
9/28/2015	6/13/2016	Weekly collaborative planning meetings will begin on 9/28/15 to continue until 6/13/16. During these meetings teachers will sign in, keep a collaborative planning journal of meeting minutes, plan differentiated instruction and share and analyze RtI data.
10/13/2015	6/13/2016	Daily RtI Periods will begin on 10/13/15. RtI data will be used by teachers to formulate groups and differentiate instruction.
9/14/2015	6/13/2016	Tier II & III Plans will be reviewed and Progress monitoring will continue for these students on 9/14/15. This data will be discussed at collaborative planning meetings in order to measure the effectiveness of the interventions. Adjustments to interventions will be made as the data directs.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. HEDI Rating:	D
B2. HEDI Rating Source:	DTSDE
B3. HEDI Rating Date:	February 25-26, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Currently John L. Edwards does not provide frequent feedback to students based on the analysis of timely data that enables them to engage in the next-steps to meet instructional goals.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning in September 2015, the JLE School Leader and teachers will create specific student centered rubrics to increase students' participation in their learning plan based on triannual benchmarks as measured by the creation, dissemination and presentation of the final product (the student centered rubrics).
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<p>Teacher Attendance at Benchmark Committee Meetings</p> <p>Creation of Pre-K-2 Benchmarks</p> <p>Creation of Pre-K-2 Student Rubrics</p> <p>Benchmark Committee presents benchmarks and students rubrics</p> <p>Self-evaluation form for student rubric</p>
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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.
30-Sep-15	30-Sep-15	The School Leader will convene a committee to develop grade level Pre-K- 2 triannual benchmarks.
8-Oct-15	28-Jan-16	The Pre-K-2 benchmark committee will develop triannual benchmarks that correlate to each report card objective.
1/28/2016	20-Apr-16	The Pre-K-2 benchmark committee will develop triannual grade level rubrics for math, reading and writing that students will use to indicate their level of proficiency.
20-Apr-16	20-Apr-16	The Pre-K-2 benchmark committee will present the triannual benchmarks and grade level rubrics to the JLE Faculty at the April 2016 faculty meeting.
6-Jun-16	16-Jun-16	Grade Level Chairs will pilot the third trimester grade level rubrics with their students.
16-Jun-16	16-Jun-16	Grade Level Chairs will provide feedback on the ease of use and student understanding, to the benchmark committee.

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. HEDI Rating:	D
B2. HEDI Rating Source:	Self-Rate DTSDE 2015
B3. HEDI Rating Date:	8-Jun-15

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 Hudson City School District has retention and attendance policies, however JLE needs specific procedures for the implementation of these policies.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Beginning September 2015 the School Leader and School Community Stakeholders will implement initiatives to improve the student attendance rate by 5% and decrease the retention rate by 10% as measured by attendance and retention reports.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Membership attendance at Attendance Committee Attendance Committee Minutes Membership attendance at Retention Committee Retention Committee Minutes
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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.
30-Sep-15	30-Sep-15	
13-Oct-15	23-Jun-16	The School Leader will convene an attendance committee (to include community stakeholders) to track and improve student attendance.
10/13/2015	6/23/2016	The Attendance Committee in conjunction with the PBIS committee will review student attendance data and identify students at risk at monthly meetings.
9/30/2015	9/30/2015	The Attendance Committee in conjunction with the PBIS committee will create and implement activities to improve student attendance.
15-Oct-15	1/28/2016	The School Leader will convene a retention committee (to include community stakeholders) to create specific procedures toward proper implementation of district retention policy.
1-Feb-16	23-Jun-16	The retention committee will meet monthly to review district retention policies and create building specific guidelines and procedures.
		The school leader will implement the retention policies and building specific guidelines and procedures created.