

LEA Name:	Hannibal CSD
LEA BEDS Code:	460701040000
School Name:	Fairley Elementary School

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2018-2019 School Comprehensive Education Plan (SCEP)

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**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.**

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

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

### THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Christopher Staats	
President, B.O.E. / Chancellor or Chancellor's Designee		Michael LaFurney	

## 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.



## 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").**

- |                                     |                                                         |
|-------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.)  |
| <input type="checkbox"/>            | 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").**

- |                                     |                                                                 |
|-------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.)  |
| <input type="checkbox"/>            | 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").**

- |                                     |                                                                            |
|-------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/>            | Limited Degree (No identified subgroups improved achievement.)             |
| <input type="checkbox"/>            | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/>            | 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").**

- |                                     |                                                                                    |
|-------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/>            | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Moderate Degree (There was modest increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | 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").**

- |                                     |                                                                    |
|-------------------------------------|--------------------------------------------------------------------|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of planned activities were funded.)  |
| <input checked="" type="checkbox"/> | 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").**

- |                                     |                                                            |
|-------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/>            | 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 development and implementation of a Guaranteed Viable Curriculum that helped to guide teacher to plan lessons that were focused on the most essential standards decided at each grade level.

- 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.

We had to adjust the timing of the implementation of the administrative non-APPR walk throughs as the development of the feedback tool was delayed. Once implemented the system was useful in providing teacher another point of reference as to the implementation and use of strong instructional practices. As a district we will be looking to modify/strengthen the tool and implement the system again for the 2018-19 school year.

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

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

Further Definition of PLCS; Focused Meetings that adhere to purposeful meeting agendas; administrative guidance when it comes to ensuring protocols are being followed.

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

Faculty/Staff/Parents need clear directions that are described in scheduled meetings by the administration. Protocols and follow-up need to be monitored by school administration.

- 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.

Stakeholders need to have a common vocabulary; understand when they will be called upon to discuss specific information; and understand the degree that the topics will be discussed.

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

We will set the academic achievement targets of a 20% increase in proficiency for all subgroups including the economically disadvantaged subgroup students.

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

The school structures and systems have been created and are continually revised and updated to support the efforts and goals of this SCEP plan.

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

We have a new building principal due September 1, 2018.

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

We have trained members of the school community who are able to turnkey the philosophy and organizational tools necessary to be successful.

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

School leaders will use several methods to secure and strengthen relationships with staff and community. The building will implement a consistent technology tool to engage families in reciprocal communication. Other methods of communication include weekly letters and updates to staff, monthly building updates posted on the school website, quarterly district newsletters, staff and parent surveys, parent/community forums, individual parent meetings and interaction at monthly family events at our school.

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

School website, copies available at District Office, copies available at building, Board of Education presentations.



## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March, 2018
<b>B2. DTSDE Review Type:</b>	District Led DTSDE Review

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	There is a disconnect between the planning and purpose of meetings and events within the school. The lack of clarity in this area has creates a distraction or disengagement between what experiences important and valued as well as when they are to occur.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	100% of all members of the faculty and staff within the Fairley Elementary School and applicable District Office Staff and District Service Providers will be provided with a description of each "committee" or purpose of "standing meetings" as well as be supplied with the dates of meetings for the year. Further, agendas will be supplied in advance for all regularly scheduled meetings.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	All faculty and staff receive a schedule of all regular meetings and a description of what the format of the meetings entail. All faculty and staff members will be provided the opportunity to schedule an informal meeting. Faculty and staff will understand and be able to describe the purpose of each type of meeting that is regularly scheduled by the building administrator.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be
Aug-18	Sep-18	All meeting schedules (PLC Meetings, Vertical Meetings, Faculty Meetings) to be presented to teachers and staff in September of 2018
Aug-18	Jun-18	School-wide events are communicated and publicized one month in advance of event
18-Aug	Feb-18	Building Administration will schedule an informal one on one meeting to "get to know" each member of the faculty and staff.
Aug-18	Jun-18	Meeting agendas are publicized in advance
Sep-18	Dec-18	Incoming (New) Principal will implement their Entry Plan

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Mar-18
<b>B2. DTSDE Review Type:</b>	District Led Review

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	There is a lack of common vocabulary surrounding the data used as "student outcomes" and there is an inconsistent understanding and level to student performance indicators. Teachers and administrators often do not have productive conversations related to how to further use the data as there are inconsistent interpretations of the data that is available and how it was garnered.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By the end of September of 2018, each functioning PLC will use standards based materials created in Summer Curriculum work time to define how they will collaborate with administration to establish protocols so meetings focus on the four PLC Questions as described by Dufour. Protocols and timelines will be established and communicated in writing.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	All teachers will have a list of important dates and topics to be covered. A record keeping system will be developed that record strengths, weaknesses, resources used/needed, generalized reflections, and a list of follow-up questions/concerns can be gathered that require follow-up by an Instructional Coach or Administrator.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be
Sep-18	Oct-18	Timelines and descriptions of the types of conversations that must be happening during PLC Time are communicated
Oct-18	18-Oct	Administrative Team will meet with each PLC to ensure that all members of committees know the intent of the PLC is and review of protocols are discuss
Oct-18	Dec-18	PLC Notes will be collected by administrators, reviewed, and then discussed with the PLC members to discuss strengths and weaknesses
18-Oct	May-18	Adminstrators will attend at least three PLC meetings each month as an active member of the team. Their purpose will support the implementation of th




### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Mar-18
<b>B2. DTSDE Review Type:</b>	District Led Review

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	There is a lack of common protocol to analyze student data and the lack of classrooms that classroom assessments that closely reflect the Guaranteed Viable Curriculum (GVC) limits the impact of the GVC on improving instruction.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By the first instructional school day of the 2018-2019 school year 100% teachers who participated in Summer Curriculum Work will have completed a close study on a minimum of no less than two ELA related standards and two mathematics related standards which will define and describe the skills that students must be able to demonstrate in the classroom for the upcoming year.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teachers will purposely plan and execute standards based lessons that describe the level of skill students will be able to demonstrate whether in a form of formative or summative assessment.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-18	18-Sep	The Assistant Superintendent and a Professional Developer will facilitate summer curriculum work that explains the process of further studying the standards as well as actually develop a guide that delineates the observable specific student outcomes.
18-Jul	18-Sep	At minimum each Pre-K through Fourth Grade team will have studied two mathematics and two ELA related standards and created a resource that allows them to best interpret the intent of the standard.
Sep-18	Oct-18	Grade level teachers will access the created resource to determine how this resource will be used to develop differentiated plans that will measure student outcomes against the standards.
18-Oct	18-Feb	At minimum each Pre-K through Fourth Grade team will have studied at least one additional mathematics and one ELA related standards and created a resource that allows them to best interpret the intent of the standard.
18-Sep	18-May	Teachers and Administrators will discuss how this resource is being used to inform instructional planning.
18-May	18-Jun	Benchmark Data will be compared from Spring 2018 Results to Spring 2019. Attempts will be made to connect the implementation of this model to student outcomes.


## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	NYSED

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	In order to minimize student behaviors that negatively effect learning there needs to be specific, customized behavior interventions that are implemented and supported by every member of the school community. There needs to be explicit intervention training for all staff that is designed to teach students the expected behaviors in all school settings.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 2019, there will be a 70% reduction in reported "classroom disruption" and "physical aggression" as measured by monthly classroom behavior charts and office referrals.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Discipline Referrals, Monthly Classroom Behavioral Data, Student Out-of-School Suspension Rate, Student Truancy Rate, Student Average Daily Attendance.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-18	Jun-18	Building Character Education team will meet monthly to identify and research specific interventions to address "Classroom Disruption" and "Physical Aggression" to present at faculty meetings and Fairley Support Team meetings.
Sep-18	Sep-18	School leaders will provide teacher training in PBIS Behavior Flow Chart and correctly coding behaviors when creating a discipline referral.
Sep-18	Sep-18	PBIS Road Show by school leaders and support staff to deliver consistent behavior expectations across the building.
Sep-18	Jun-18	Specific behavioral data will be presented by school leaders at monthly facilitator's meeting and the building student support team at monthly faculty meetings.
Sep-18	Jun-18	Modeling of specific interventions at Fairley Support Team meetings by school leaders and support staff.
Sep-18	Jun-18	School leaders will meet with transportation department and cafeteria staff monthly to identify specific behaviors and needed interventions.
Sep-18	Jun-18	School leaders will support transportation and cafeteria staff by providing necessary interventions to target specific behaviors.


## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Feb-18
<b>B2. DTSDE Review Type:</b>	District Led

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	The structures of school events where parents and the community are invited into our school does not provide our families with experiences that have them actively engaged and learning about learning. There needs to be more opportunities for parents/families to attend events in our school where they are able to engage in learning that supports their child's education.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	During the 2018-2019 school year we will see a 75% increase in the number of our families who attend an instructionally based nightly event as measured by the level of participation during the 2017-2018 school years.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Attendance at Workshops, Parent Participation in District/School Surveys, Parent Attendance at PT Conferences, Parent Attendance at Academic Nights.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Sep-18	Formation of a parent communication committee
Oct-18	Oct-18	Training on use of and impletation of the parent communication tool
Sep-18	Sep-18	A parent survey will be conducted at the building open house.
Oct-18	Jun-18	Family Engagement Committee will meet monthly.
Oct-18	Nov-18	Building will identify a technology tool/App to be used buildingwide as a consistant parent communication tool
Oct-18	Mar-18	Family Engagement Committee will work with staff to develop, plan and schedule two family informational nights.