Holmes Elementary

School Engagement Plan (SEP)

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| **Achievement: Literacy**….…………………………………………………. | p. |
| **Achievement: Numeracy**…………………………………………………. | p. |
| **School Participation: Attendance**...………………………..…………… | p. |
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| **Student Engagement Category** | | | **Achievement** | | **Subcategory** | **Literacy** | | | |
| **Baseline** | **30.6% of Students were On-Level on 9/30/15** | | | | **Goal Progress Check** | | | | |
| **Goal** | **At Least 61% of all Ken/Ton Elementary Students (K-4) will be On-Level by May 31, 2017** | | | | **December 8, 2016[[1]](#footnote-0)** | | **March 15, 2017** | | **June 25, 2017** |
| **39.7%** | | **46.2%** | |  |
| Person(s) Responsible | | Action Steps | | Intended Action Outcomes | | | Timeline | Resources | |
| Classroom and Intervention Teachers (i.e., AIS, ESL) | | 100% of students will be conferenced with (1:1 and/or small group) in a two week period | | Teachers will have improved knowledge of student needs resulting in differentiated instruction | | | Year 1 Teachers: By January 1  Year 2 Teachers: By October 1 | Posted conference schedule in each room | |
| Classroom and Intervention Teachers (i.e., AIS, ESL) | | 100% of teachers of reading will have a written and accessible conferencing schedule | | To ensure that there is a strategic approach for teachers to meet with students | | | Year 1 Teachers: By January 1  Year 2 Teachers: By October 1 | Training from coaches | |
| Classroom and Intervention Teachers (i.e., AIS, ESL) | | 100% of teachers of reading will utilize SchoolPace to enter their student assessment data and student steps | | All faculty working with students will be in communication regarding student progress  Teachers will be able to share student progress with students, parents, teachers, and administration | | | By October 1 | Training from coaches | |
| Classroom and Intervention Teachers (i.e., AIS, ESL) | | 100% of students in attendance will earn 2 steps per day during the school day reading engaging books at their reading level | | Student stamina and reading proficiency will increase | | | By October 1 | The Balanced Literacy Block | |
| Principals | | Principals will ensure coaches provide support in each building at each grade level | | Teachers will become familiar with the balanced literacy block which will lead to improved literacy instruction | | | August-May | -The coaching schedule  -Gail Farrell | |
| Principals | | 100% of Elementary Principals will conduct scans using the common Balanced Literacy Scan Tool | | To monitor how the students are responding to the Balanced Literacy approach | | | By October 1 | -School Pace  -Balanced Literacy Scan Tool | |

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| **Student Engagement Category** | | | **Achievement** | | **Subcategory** | **Literacy** | | | |
| **Baseline** | **30.2% of Students were On-Pace on 9/30/15** | | | | **Goal Progress Check** | | | | |
| **Goal** | **At Least 56% of all Ken/Ton Elementary Students (K-4) will be On-Pace by May 31, 2017** | | | | **December 8, 2016[[2]](#footnote-1)** | | **March 15, 2017** | | **June 25, 2017** |
| **25.5%** | | **31%** | |  |
| Person(s) Responsible | | Action Steps | | Intended Action Outcomes | | | Timeline | Resources | |
| Classroom and Intervention Teachers (i.e., AIS, ESL) | | 100% of students will be conferenced with (1:1 and/or small group) in a two week period | | Teachers will have improved knowledge of student needs resulting in differentiated instruction | | | Year 1 Teachers: By January 1  Year 2 Teachers: By October 1 | Posted conference schedule in each room | |
| Classroom and Intervention Teachers (i.e., AIS, ESL) | | 100% of teachers of reading will have a written and accessible conferencing schedule | | To ensure that there is a strategic approach for teachers to meet with students | | | Year 1 Teachers: By January 1  Year 2 Teachers: By October 1 | Training from coaches | |
| Classroom and Intervention Teachers (i.e., AIS, ESL) | | 100% of teachers of reading will utilize SchoolPace to enter their student assessment data and student steps | | All faculty working with students will be in communication regarding student progress  Teachers will be able to share student progress with students, parents, teachers, and administration | | | By October 1 | Training from coaches | |
| Classroom and Intervention Teachers (i.e., AIS, ESL) | | 100% of students in attendance will earn 2 steps per day during the school day reading engaging books at their reading level | | Student stamina and reading proficiency will increase | | | By October 1 | The Balanced Literacy Block | |
| Principals | | Principals will ensure coaches provide support in each building at each grade level | | Teachers will become familiar with the balanced literacy block which will lead to improved literacy instruction | | | August-May | -The coaching schedule  -Gail Farrell | |
| Principals | | 100% of Elementary Principals will review the On-Pace data in School Pace with teachers monthly | | To monitor how the students are responding to the Balanced Literacy approach | | | October-June | -School Pace  -Grade Level Meetings | |

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| **Student Engagement Category** | | | **Achievement** | | **Subcategory** | **Numeracy** | | | |
| **Baseline** | **69% of K-2 Students on average were Proficient on the Mid- and End-of Module Assessments in 15/16** | | | | **Goal Progress Check** | | | | |
| **Goal** | **At least 80% of all Ken/Ton K-2 Elementary Students will be proficient (Level 3 or 4) on all Mid- and End-of-Module Assessments** | | | | **December 8, 2016** | | **March 15, 2017** | | **June 25, 2017** |
| **63%** | | **57%** | |  |
| Person(s) Responsible | | Action Steps | | Intended Action Outcomes | | | Timeline | Resources | |
| Classroom Teachers | | 100% of teachers of mathematics will adhere to the district pacing guide (2-3 day variance permitted) | | Teachers will cover all grade level standards by the end of the school year | | | September-June | District pacing guides  Math Coaches | |
| Classroom Teachers | | 100% of teachers of mathematics will administer district created mid and end of module assessments | | Teachers will have improved knowledge of student needs resulting in differentiated instruction | | | September-June | Revised mid and end of module assessments | |
| Classroom Teachers | | 100% of teachers of mathematics will utilize eDoctrina to enter mid and end of module assessment data | | All faculty working with students will be in communication regarding student progress  Teachers will be able to share student progress with students, parents, teachers, and administration | | | September-June | eDoctrina  Training from the District | |
| Classroom Teachers | | 100% of teachers will review mid and end of module assessment proficiency data within 1 week of the scoring of the assessment | | To monitor how the students are responding to the implementation of the Eureka Math Program | | | September-June | eDoctrina  Math Coaches as needed | |
| Principals and Classroom Teachers | | 100% of Principals and teachers will meet with coaches to review formative assessments monthly | | Teachers will have improved knowledge of student needs resulting in differentiated instruction | | | September-June | Exit Tickets  Math Coaches  Meeting Minutes | |
| Principals | | Principals will ensure coaches provide support in each building at each grade level | | Teachers will become familiar with the Eureka Math Program and its related instructional pedagogy which will lead to improved mathematics instruction | | | September-June | Math Coaches | |

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| **Student Engagement Category** | | | **Achievement** | | **Subcategory** | **Numeracy** | | | |
| **Baseline** | **58% of 3-4 Students on average were Proficient on the Mid- and End-of Module Assessments in 15/16** | | | | **Goal Progress Check** | | | | |
| **Goal** | **At least 66% of all Ken/Ton 3-4 Elementary Students will be proficient (Level 3 or 4) on all Mid- and End-of-Module Assessments** | | | | **December 8, 2016** | | **March 15, 2017** | | **June 25, 2017** |
| **43%** | | **43%** | |  |
| Person(s) Responsible | | Action Steps | | Intended Action Outcomes | | | Timeline | Resources | |
| Classroom Teachers | | 100% of teachers of mathematics will adhere to the district pacing guide (2-3 day variance permitted) | | Teachers will cover all grade level standards by the end of the school year | | | September-June | District pacing guides  Math Coaches | |
| Classroom Teachers | | 100% of teachers of mathematics will administer district created mid and end of module assessments | | Teachers will have improved knowledge of student needs resulting in differentiated instruction | | | September-June | Revised mid and end of module assessments | |
| Classroom Teachers | | 100% of teachers of mathematics will utilize eDoctrina to enter mid and end of module assessment data | | All faculty working with students will be in communication regarding student progress  Teachers will be able to share student progress with students, parents, teachers, and administration | | | September-June | eDoctrina  Training from the District | |
| Classroom Teachers | | 100% of teachers will review mid and end of module assessment proficiency data within 1 week of the scoring of the assessment | | To monitor how the students are responding to the implementation of the Eureka Math Program | | | September-June | eDoctrina  Math Coaches as needed | |
| Principals and Classroom Teachers | | 100% of Principals and teachers will meet with coaches to review formative assessments monthly | | Teachers will have improved knowledge of student needs resulting in differentiated instruction | | | September-June | Exit Tickets  Math Coaches  Meeting Minutes | |
| Principals | | Principals will ensure coaches provide support in each building at each grade level | | Teachers will become familiar with the Eureka Math Program and its related instructional pedagogy which will lead to improved mathematics instruction | | | September-June | Math Coaches | |

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| **Student Engagement Category** | | | **School Participation** | | **Subcategory** | **Attendance** | | | |
| **Baseline** | **71 students were chronically absent from Holmes Elementary School during the 15/16 school year** | | | | **Goal Progress Check** | | | | |
| **Goal** | **No more than 60 students will be chronically absent from Holmes Elementary School in 16/17 (NYSED defines chronic absence from school as missing at least 10% of enrolled school days)** | | | | **December 8, 2016** | | **March 15, 2017** | | **June 25, 2017** |
| **45** | | **38** | |  |
| Person(s) Responsible | | Action Steps | | Intended Action Outcomes | | | Timeline | Resources | |
| Teacher | | Call home | | Child attends school | | | Absent 3 days |  | |
| Teacher | | Letter sent home | | Child attends school | | | Absent 6 days |  | |
| Counselor | | Call home | | Child attends school | | | Absent 9 days |  | |
| Principal | | Call home | | Child attends school | | | Absent 11 days |  | |
| Principal | | Notice 1 | | Child attends school | | | Absent 14 days |  | |
| Principal | | Notice 2 | | Child attends school | | | Absent 16 days |  | |
| Principal | | Notice 3 | | Child attends school | | | Absent 20 days |  | |
| Counselor | | Referral to elementary attendance counselor | | Child attends school | | | Absent 22 days |  | |
| Principal | | Referral to director of student services to TIP | | Child attends school | | | Absent 25 days |  | |
| Principal | | Call CPS | | Child attends school | | | Absent 27 days |  | |
| Staff | | Reward with Stepping It Up Ticket | | Child is motivated to attend school | | | Sept - June | Loot | |
| Staff | | Implement Gang's all Here Photo Award | | Motivate child to attend to ensure class receives reward | | | Dec. - June |  | |
| PBIS Tier II Team | | Consideration for Skills gorup | | Increased attendance | | | Oct - June |  | |

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| **Student Engagement Category** | | | **School Culture** | | **Subcategory** | **PBIS** | | | |
| **Baseline** | **75 major incidents took place at Holmes Elementary School during the 15/16 school year.** | | | | **Goal Progress Check** | | | | |
| **Goal** | **No more than 65 major Incidents at Holmes Elementary School will take place during the 16/17 school year** | | | | **December 8, 2016** | | **March 15, 2017** | | **June 25, 2017** |
| **32** | | **50** | |  |
| Person(s) Responsible | | Action Steps | | Intended Action Outcomes | | | Timeline | Resources | |
| All staff | | All staff will participate in PBIS | | Building consistency | | | September-June | Tickets - classroom posters | |
| Administrator | | PBIS parent letter will be sent home | | Awareness of behavioral expectations and PBIS program | | | September |  | |
| PBIS Tier 1 Team | | All teachers will be given a refresher training | | Teachers are knowledgeable about the PBIS program | | | August/September | PBIS materials/lesson plans | |
| Classroom teacher | | All teachers will teach the explicit lessons | | Students learn positive behaviors for all areas in the building | | | September | PBIS matrix | |
| PBIS Tier 1 Team | | All students will attend a welcome back assembly | | Clear guidelines and expectations and building excitement | | | September |  | |
| Students | | Stepping it Up Pledge | | Reminder of positive behaviors | | | September-June | Pledge posters | |
| All staff | | Students will be rewarded with the Stepping it Up Tickets | | Students will increase positive behaviors | | | September-June | Tickets | |
| PBIS Tier 1 Team | | Attend monthly assemblies celebrating student of the month and stepping it Up Behaviors | | Reinforce the building expectations | | | September-June |  | |
| School Monitor | | Students will be rewarded with the prize cart and raffles | | Increase motivation to earn tickets | | | September-June | Tickets/prize cart items | |
| All staff | | Flood tickets | | Prevent/decrease negative behaviors | | | As needed | Tickets | |
| PBIS Tier 1 Team | | End of the year bike/iPad raffle | | Celebration and motivation for positive behaviors | | | June | Donations | |
| All staff | | Teachers will utilize minor/major forms | | Track behaviors and data collection | | | September-June | Forms | |
| Teachers Administrators | | Parents will be contacted by the form or the phone call | | Parents will reinforce positive behaviors at home - open communication | | | September-June |  | |
| Administrator | | Principal will present expectations at each Stepping it Up Assembly | | Reinforce the building expectations | | | September/October  January/February |  | |
| Counselor | | Monthly counselor contact to reinforce positive behaviors | | Reinforce the building expectations | | | September-June | Lesson plans | |
| PBIS Tier 1 Team &  Classroom Teacher | | Student of the Month | | Celebration and motivation for positive behaviors | | | October-June | Teacher input/ student pictures | |
| Classroom teacher | | Reteaching of the lessons throughout the year | | Reinforce the building expectations | | | September-June | Lesson plans | |
| PBIS Tier 1 Team | | Data will be reviewed at team meetings | | Target problem areas and make adjustments | | | October-June | SWIS data | |
| Classroom Teachers | | Students with 3 of the same “minor”incident referral will be given a “major” | | Moves to administrator involvement and parent contact | | | October-June | SWIS data | |
| PBIS Tier 2 Team | | Students with 3 majors will be considered for the CICO program | | Target problem areas and make adjustments - develop a relationship with student and mentor | | | October-June | SWIS data | |
| PBIS Tier 2 Team | | Parent notification letter is generated | | Parents will reinforce positive behaviors at home - open communication | | | October-June | Notification letter | |
| Tier 2 CICO Teachers | | CICO teachers will meet with students at least once a day for a check in/out | | Develop a relationship with student and mentor | | | October-June | Student behavior sheet | |
| PBIS Tier 2 Team member & classroom teacher | | Teacher and the mentor team will determine the student goals/plan | | Student awareness | | | October-June | Student behavior data | |
| Tier 2 CICO Teachers | | CICO teachers reviews student behavior plan at the end of the day | | Review and reflect on the day and reinforce expectations | | | October-June | Behavioral plan | |
| Student/classroom teacher | | CICO Students carry their behavior sheet throughout the school day | | Students awareness of daily goals and continue school expectations | | | October-June | Behavioral plan | |

1. The dates listed are the deadlines for reporting the progress. The dates for data collection for literacy are November 30, February 28, and May 31. [↑](#footnote-ref-0)
2. The dates listed are the deadlines for reporting the progress. The dates for data collection for literacy are November 30, February 28, and May 31. [↑](#footnote-ref-1)