Holmes Elementary

School Engagement Plan (SEP)

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| **Achievement: Literacy**….…………………………………………………. | 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 1Year 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 1Year 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 progressTeachers 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 1Year 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 1Year 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 progressTeachers 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 guidesMath 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 progressTeachers will be able to share student progress with students, parents, teachers, and administration | September-June | eDoctrinaTraining 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 | eDoctrinaMath 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 TicketsMath CoachesMeeting 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 guidesMath 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 progressTeachers will be able to share student progress with students, parents, teachers, and administration | September-June | eDoctrinaTraining 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 | eDoctrinaMath 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 TicketsMath CoachesMeeting 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/OctoberJanuary/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)