

**NEW YORK STATE
PRIORITIES:**

- 1. Setting High Standards,**
- 2. Building Local Capacity, and**
- 3. Assessing and Reporting Results**

COMPREHENSIVE **D**ISTRICT **E**ducational **P**LAN



2016 - 2020

**Elmira Heights Central School District
Elmira Heights, New York 14903**

COMPREHENSIVE DISTRICT EDUCATION PLAN

School District:	Elmira Heights New York Central School District	
BEDS Code:	070902060000	
Address:	2083 College Ave Elmira, NY 14903	
Contact Person:	Mary Beth Fiore	Superintendent
Telephone:	607-734-7114	
Email and Web Address:	www.heightsschools.com	mbfiore@gstbooces.org
Plan Start / End Dates:	2016 – 2020	

COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

Name	Title	Constituencies Represented (If more than one applies, please indicate)
Mary Beth Fiore	Superintendent	
Sara Fontana	GST BOCES Supervisor of Instructional Services	
Lori Krelie	GST BOCES Staff Development Coordinator	
Tom Boyanowski	Thomas A. Edison High School Principal	
Dawn Hanrahan	Cohen Middle School Principal and CSE Chair	
Andy Lutz	Cohen Elementary School Principal	
Carol Cady	Curriculum Coach	Parent
Dawn Call	Teacher	
Jill Wood	Teacher	
Kate Biddle	Teacher	
Missy Lutz	Teacher	Parent
Denise Glowaski	Teacher	Community
Mary Rae Bahantka	Teacher Assistant	Parent/Community Member
Stephanie Eichenlaub	Teacher Assistant	Parent/Community Member
Allison Newkirk	Teacher	
The current DLT reviews and updates the CDEP annually		

INTRODUCTION

School districts in New York State engage in a type of strategic or comprehensive planning. This is increasingly more important with the new higher learning standards and graduation requirements. Planning is critical if students are to meet or exceed these standards. This planning is a collaborative *process*, not a single document. While the process helps develop a document, it is important to remember that the District is committing to a long-term collaborative process for continually evaluating its progress in meeting our stated goals. The plan is not shelf art. Instead, it should be a living document that informs all school decisions that focus on student achievement, including staff development initiatives. The multi-step planning process involves: evaluating key indicators of student success, analyzing data, identifying root causes for areas of need, setting specific improvement goals, creating strategies and interventions for improvement, developing an action plan, then monitoring and evaluating progress. The Comprehensive District Educational Plan (CDEP) focuses school district energy and resources to improve student achievement.

During the District's journey to embrace long-term, meaningful comprehensive planning, we have learned:

- ✓ Comprehensive planning is a new way of doing business.
- ✓ Comprehensive planning is hard work.
- ✓ Leadership commitment is critical to meaningful comprehensive planning.
- ✓ Comprehensive planning provides: (1) a process to improve student achievement and (2) the tool to change school culture.
- ✓ The comprehensive planning process is a continuous improvement process, not a one-time product, and should be monitored regularly.
- ✓ Comprehensive planning is a systematic way to examine data and use it to drive decision-making and to establish priorities.
- ✓ Using data correctly is a powerful planning tool.
- ✓ Planning focuses District resources on student learning.
- ✓ It may be helpful to utilize an outside facilitator for guidance through the plan development process.
- ✓ Comprehensive planning makes districts more effective.
- ✓ Planning increases collaboration and coordination.

Currently school districts must develop and implement many separate education plans to comply with State and Federal statutes. A comprehensive planning process will interweave some plans districts previously produced to create one plan focused on improving student achievement. The process uses a school improvement committee that is representative of the District to engage the public in a discussion focused on results and moves the District towards aligning all funding streams and other resources toward the resolution of specific needs as identified by the data and root cause analysis. The goal remains that, over time, the CDEP will reduce the number of other required plans.

For long-term, continued improvement in student achievement, it is important that the Board of Education, Superintendent, and entire school community support comprehensive planning and remain committed to systemic change in the District by embracing data-driven decision-making.

PLANS INCLUDED IN THIS CDEP

List of Plans Included in This Comprehensive District Education Plan

	These plans may be included in CDEP:	Requirement	Committee Responsible
X	Technology Plan	Tri Annual (Annual Summary)	<i>Technology Committee</i> Last Updated: July 1, 2018 Next Update: October 26, 2018 Annual Summary Required
X	Professional Development Plan	Annual	<i>Superintendent</i> Last Updated: July 1 st , 2018 Next Update: July 1 st , 2019
X	Guidance Plan	Annual	<i>Superintendent</i> Last Updated: July 1 st , 2018 Next Update: July 1 st , 2019
X	Shared Decision Making (100.11) Plan for Participation (District Leadership Team)	Bi-Annual	<i>DLT</i> Last Updated: July 1 st , 2018 Next Update: July 1 st , 2020

X	RTI/Academic Intervention Services Plan	Bi – Annual	<i>Special Education</i> Last Updated: July 1 st , 2018 Next Update: July 1 st , 2020
X	Annual Professional Performance Review (APPR)	Annual	<i>DLT</i> Last Updated: July 1 st , 2018 Next Update: July 1 st , 2019
X	Five -Year Comprehensive Facilities Plan	Five Years (Must do annual summary)	<i>Superintendent/ Director of Facilities</i> Last Updated: July 1 st , 2017 Next Update: July 1, 2021 (annual summary required)
X	Safety Plan	Annual	<i>SAW Committee</i> Last Updated: July 1 st , 2018 Next Update: July 1 st , 2019
X	Code of Conduct	Annual	<i>Code of Conduct Committee</i> Last Updated: July 1 st , 2018 Next Update: July 1 st , 2019
X	Comprehensive Attendance Plan	Annual	<i>SAW Committee</i> Last Updated: July 1 st , 2018 Next Update: July 1 st , 2019
X	Special Education Plan	Bi-Annual	<i>Special Education Chair</i> Last Updated: July 1 st , 2017 Next Update: July 1 st , 2019

X	CR Part 154 ENL/ESL	Annual	<i>Special Education Chair</i> (Updated annually July 1 st , 2018)
X	Strategic Plan (will be replaced by CDEP)	2020 (Annual Review)	<i>DLT</i> (Annual review)

The district used a facilitator: Yes No **If yes: Name:** Sara Fontana and Lori Krelie **Title:** GST BOCES Supervisor of Instructional Support Services and GST BOCES Staff Development Coordinator

Organization Name & Address: 459 Philo Road; Elmira NY 14903 **Phone Number:** (607) 739-3581 Ext. 1616

Communications Process for the CDEP Committee:

The Shared Decision Making Process shall be outlined in the district’s *Plan for Participation* and shall be updated biennially.

The CDEP and all supporting plans/planning documents shall be posted on the Elmira Heights CSD Intranet.

Communication Process To Inform All Constituencies in the Community:

Communication regarding the CDEP shall be posted on the website at <https://heightschools.com> and shall be communicated through the use of publications to include the District Information Digest (DID), Building Newsletters and special edition communications targeted at specific initiatives.

Elmira Heights Central School District Mission, Beliefs, and Areas of Focus

Mission Statement	<p><u>Our Mission</u> The Elmira Heights Central School District is an integral part of a nurturing diverse community dedicated to meeting the needs of individual students in becoming contributing citizens by setting high expectations, promoting life-long learning and pursuing excellence in a safe and mutually respectful environment.</p>
Core Beliefs	<p><u>Core Beliefs</u> We believe that...</p> <ul style="list-style-type: none"> • Learners are our first priority. • All children have the right to learn. • Each child is unique and capable of reaching their potential. • The development of the whole child is essential. • Excellence will always be pursued. • Education is a process of continuous improvement. • The district will be proactive as well as reactive to educational and societal needs • Everyone is entitled to and responsible for a safe, supportive and nurturing environment. • All individuals will treat each other with courtesy and mutual respect. • Community involvement is a partnership that is essential to our success. • Character and morals are cultivated through collaborative community involvement. • Embracing diversity strengthens individuals and community. • Effective communication between all stakeholders is essential for success. • Students, parents, residents and the school district are vested members in the educational community. <p><u>Parameters</u></p> <ul style="list-style-type: none"> • We will not tolerate any behavior or environment that is degrading or unsafe. • We will always make decisions in the best interest of the student. • We will always strive for quality and success. • We will work collaboratively with all vested members of the community to maximize student potential. • We will make communication a priority.

	<ul style="list-style-type: none"> • We will only employ and retain professional and dedicated individuals committed to the common mission of the district. • We will support decision-making processes and their outcomes to help ensure success.
	<p><u>Objectives</u></p> <ul style="list-style-type: none"> • 100% of the district will be committed to providing a safe, nurturing, student-centered environment. • 100% of students will achieve grade level proficiency, with a continued goal of achieving mastery. • 100% of students will graduate and become contributing members of society through the pursuit of post-secondary education, military or the workforce. • 100% of Elmira Heights’ staff will be proficient in the use of technology.
	<p><u>Strategies</u></p> <ul style="list-style-type: none"> • We will foster a learning environment that protects the safety of everyone. • We will ensure that all students have the opportunity to achieve their maximum potential and develop skills to be contributing members of society. • We will design and implement a curriculum that utilizes all resources and programs to achieve academic success and prepare students for a variety of post-secondary opportunities. • We will develop a formal communication system to ensure all staff, parents and community members can receive and respond to the information they need to in a timely fashion. • We will engage community resources that enhance and advance the school program.
<p>Areas of Focus</p>	<ul style="list-style-type: none"> • Use of Data (<i>student achievement, attendance, PBIS, VDIR, Student referrals, B.E.D.S., School Report Card Data etc.</i>) • Curriculum, Instruction and Assessment (<i>curriculum, curriculum resources, active engagement strategies, shared teacher, specially designed instruction, formative and summative assessments, benchmark etc.</i>) • Infrastructure for Student Success (<i>Guidance/Counseling, 4 year plan, AIS/RTI, SBIT, PBIS, Special Education, Scheduling, Student Placement, etc.</i>)

- **School Culture, Climate, and Safety** (*Safety Plans and Drills, Code of Conduct, PBIS, School events, extra-curricular, athletics, etc.*)
- **Educational Technology** (*infrastructure, promethean boards, tablets, laptops, computer labs, graphing calculators, software, students use of technology, teacher use of technology etc.*)
- **Professional Development** (*mentoring, grade level and department meetings, BOCES offerings, BOCES support personnel, conferences etc.*)
- **Facilities for Learning** (*5 year facilities plan, Capital improvement, buildings and grounds, equipment, etc.*)
- **Shared Decision Making Structures** (*BOE, DLT, BLT, all other committees, etc.*)
- **Family and Community Involvement** (*School Events, Community Events, Parent Portal, Communication Tools, PFO, Project Graduation, Booster Club, Rotary, Kiwanis, Guest Speakers, Career Development Center etc.*)

NARRATIVE DESCRIPTION OF THE DISTRICT AND SCHOOLS

Educational Philosophy

It is a philosophy of this district that each student attending its public schools shall have equal opportunities and will not be excluded or prevented from participating in or having admittance to educational courses; programs or activities; school services and extracurricular activities. Special education students are placed in the appropriate least restrictive environment settings as required by their individual education plans. Student placements include inclusion in regular classroom settings whenever possible, more restrictive settings within the school district programs when necessary, or placement in other programs offered Regionally through BOCES; which are designed to best meet the educational needs of each individual student.

Present and Projected Enrollments

A recent study in 2015, using the Cohort Survival Method, was conducted by an independent consultant, Western New York Educational Service Council, yielded student enrollment projections that range between 1,061 students to 1,096 students projected over the next ten years.

Thomas A. Edison High School

Thomas A. Edison High School offers a comprehensive academic program for grades 9 through 12. These programs are aligned with both the Common Core Learning Standards and the New York State Learning Standards. Students have opportunities to participate in Advanced Placement courses, multiple BOCES CTE and New Visions programs, athletics, and many extra-curricular activities. Students are challenged to succeed academically and to become productive citizens.

Cohen Middle School

Cohen Middle School fosters students' academic, emotional and social development through the middle school years. Comprising of grades sixth, seventh and eighth, our students develop character traits and academic skills to support their success in high school and beyond. Additionally we encourage students' engagement in school related clubs, sports and activities including but not limited to volleyball, wrestling, softball, baseball, basketball, tennis, student council, ski club, Builders Club, knighthood club, pillar pass, chess club, dances and many more. During the school day, teaching and exposing students to career and college readiness skills have been an area of focus. Such activities include college visits, career day, field trips to local businesses, community service day, etc. At Cohen Middle School we strive to offer our students an education that will enhance their opportunity for success in the real world.

Cohen Elementary School

Cohen Elementary is a caring learning community based on the principles of respect, responsibility, cooperation, and safety. The elementary school houses approximately 530 students in pre- kindergarten through fifth grade. A community atmosphere is created by encouraged parental support and involvement, innovative collaboration, and a cohesive grade level approach. Educational programs are enhanced by curriculum initiatives, including the Common Core Learning Standards.

Elmira Heights Areas of Focus

- **Use of Data** (*student achievement, attendance, PBIS, VDIR, Student referrals, B.E.D.S., School Report Card Data etc.*)
- **Curriculum, Instruction and Assessment** (*curriculum, curriculum resources, active engagement strategies, shared teacher, specially designed instruction, formative and summative assessments, benchmark etc.*)
- **Infrastructure for Student Success** (*Guidance/Counseling, 4 year plan, AIS/RTI, SBIT, PBIS, Special Education, Scheduling, Student Placement, etc.*)
- **School Culture, Climate, and Safety** (*Safety Plans and Drills, Code of Conduct, PBIS, School events, extra-curricular, athletics, etc.*)
- **Educational Technology** (*infrastructure, promethean boards, tablets, laptops, computer labs, graphing calculators, software, students use of technology, teacher use of technology etc.*)
- **Professional Development** (*mentoring, grade level and department meetings, BOCES offerings, BOCES support personnel, conferences etc.*)
- **Facilities for Learning** (*5 year facilities plan, Capital improvement, buildings and grounds, equipment, etc.*)
- **Shared Decision Making Structures** (*BOE, DLT, BLT, all other committees, etc.*)
- **Family and Community Involvement** (*School Events, Community Events, Parent Portal, Communication Tools, PFO, Project Graduation, Booster Club, Rotary, Kiwanis, Guest Speakers, Career Development Center etc.*)

DATA ANALYSIS

Data to determine the various needs and areas for improvement will be used in various ways and by various teams throughout the District.

1.	CDEP Reports 3 – 8 ELA 2009 - 2015
2.	CDEP Reports 3-8 Math 2009 - 2015
3.	CDEP Reports Grades 4 & 8 Science
4.	CDEP Reports 9 – 12 English and Math Common Core Regents
5.	CDEP Reports 9-12 Regents Exams Science and Social Studies
6.	School Report Card Performance Data for Student subgroups: race/ethnicity, gender, disability status, English proficiency status, income level, and migrant status.
7.	Basic Education Data System (BEDS) Report
8.	Violent and Disruptive Incident (VADIR) Report
9.	New York State and District Standardized Assessment Data: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
10.	New York State Alternate Assessment
11.	New York State/Common Core Standards and performance indicators
12.	Staff self-assessments, surveys
13.	Education research of best practices in learning and teaching and observation of practices

****All data needed for CDEP goals is located on the L Drive in the CDEP folder under Data. The file is called CDEP BASELINE INFO.**

DISTRICT STRENGTHS AND SUCCESSFUL INTERVENTIONS

Use of Data –

The Elmira Heights District utilized data in educational decision making and program effectiveness. Student achievement data specific to local assessments, NYS testing data, and diagnostic data from DIBELS and I-Ready programing is used to inform instruction and appropriate place students in academic services and supports. Documentation of informed instructional planning is articulated through a Six Square Process as part of our Data Driven Instruction. The Elmira Heights district also collects and analyses data in relationship to attendance, discipline, event participation to effectively make decisions on program effectiveness, modification, and improvement.

Curriculum, Instruction, and Assessment-

Elmira Heights has implemented Active Engagement Strategies from the Teaching is the Core Grant. The district also has a curriculum roadmap that is used by all teachers to support classroom instruction. Unit plans are also shared with all teachers on the districts shared drive. Professional Development has also been implemented during conference day to support teachers and teacher’s assistants in accordance to our District Professional Development Plan. All teachers are supported through Curriculum Mentor Programing designed to enhance curriculum, gain new ideas, and share best practices. New teacher participate in a structure mentoring program designed to support first year experiences, familiarize them with district protocol, and support best teaching practices. The district has two librarians that are instrumental in supporting teachers in other subject areas with research projects.

Infrastructure for Student Success

Elmira Heights has a strong PBIS system. The counselors and staff willingness to work together are instrumental in helping students succeed. Elmira Heights has an AIS and RTI process designed to identify and support student achievement. The staff feels that their concerns and needs are heard and addressed. All school counselors are very supportive and follow an articulated guidance plan. Each school support students with Career Exploration. Cohen Middle School and Thomas A. Edison High promotes student success by participating in college visits, mad city money, and career days. All schools participates in Kid talk, SBIT, and PBIS. The high school utilizes an Extra Help, Mandatory, Make Up Period (EMM) to support students. They also have a ½ year credit recovery system

School Culture, Climate, and Safety

Elmira Heights has a successful PBIS structure. The district offers a wide variety lot of school events and sports opportunities. Elmira Heights follows an articulated process for plan reviews and updates in accordance with NYSED mandates. Student successes are also celebrated throughout the district.

Educational Technology

Elmira Heights follows a Technology Plan that is reviewed tri-annually. Technological resources available to teachers and students include Promethean Boards, document cameras, graphing calculators, computer labs, laptop carts, and I-Pod, I-Pad, and Dell Venue tablets. Academic technology programing for teacher and student use is varied and supports all grade levels Pre-K-12. Scheduling of computer lab time to

utilized educational programming, develop presentations, support diagnostic assessments is supported at all grade levels. Integration of technology into classroom environments is an emerging skill that is continuing reviewed and encouraged.

Professional Development -

Elmira Heights offers mentoring support with the GST BOCES Curriculum Coordinator. Elmira Heights was also able to increase the amount of money for professional development. The professional development provided to the administrative team has also been positive. Time was also given to teachers to write their curriculum and map out their units. Cohen Elementary School has grade level meeting. The elementary building also finds the team times very useful. Cohen Middle School uses creative scheduling for some team time. Thomas A. Edison High School is focusing on math in the high school and provided the math teachers with team time. Professional Development was also provided during the faculty meetings to align with the DLT goals.

Facilities for Learning

The facilities at Elmira Heights are well maintained and safe. The facilities are able to deliver educational programs. Elmira Heights is currently going through a capital project plan where the facilities will be updated. The district also has a financial plan to ensure the capital improvement needs. The UPK facilities are being built and the district is going to expand its computer labs. The district also has a strong custodial staff and a proactive mindset.

Shared Decision Making Structures

Elmira Heights has a shared decision making structure in place. In Cohen Elementary School teachers feel like their voices are heard. Members on the team are also strong members. The BLT at Thomas A. Edison High School shares ideas, solutions, goals, and provides input.

Family and Community Involvement

Elmira Heights uses a web based data management system (schooltool) that allows parents to access student academic information anytime. All grade levels participate in open- house. Sports, plays, parades, and concerts are also well attended by families. Cohen Elementary School teachers use classroom dojo, provide weekly and provide weekly and monthly newsletters. They also have a family literacy night and teacher-parent night that is well attended. The PFO at Cohen Elementary School is also very strong. Cohen Middle School has middle school orientation. The middle school also participates in college visits, mad city money, career day, and builders club. They also have National Junior Honor Society. Thomas A. Edison High School participates in high school orientation and they have National Junior Honor Society. Thomas A. Edison High School also participates in project graduation and senior parent night. They also have art awards, BOCES and CTE awards. The high school also has a facebook page where events are communicated to families. The local rotary is also involved and the district helps out with community donations.

SMART Goal 2016-2020:

1. We will increase our student passing rate on all regents by 2% per year.
2. We will increase the amount of students obtaining mastery on regents exams by 2% per year.
3. We will increase number of students reaching proficiency on state assessments by 2% per year.

Focus Area: Use of Data							
Target Area: Student Achievement							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Create a system to look at student achievement data	The process will be outlined by the DLT	Samples from other districts 2014-2015 school data	DLT Summer Meeting 2016	DLT	Summer 2016 DLT	Review system annually	Review and modify system if necessary. We will get feedback from the BLT
NOTES: Completed- Located on L drive in CDEP Folder it is called STUDENT ACHIEVEMENT DATA PROCESS							
Implement a system to look at student achievement data	The process will be outlined in the BLT in each of the buildings	Data Regents and State Data GST BOCES – Data analysis reports.	As determined by the BLT	DLT All professional staff	End of October annually	The process will be monitored annually during the BLT in each of the buildings.	Comprehensive reports from the BLT to the DLT

SMART Goal 2016-2020:

1. We will increase the course pass rate at the high school by 2% annually.
2. We will increase the course pass rate at the middle school by 2% annually.
3. We will increase the subject pass rate grades 2-5 at the elementary school by 2% annually.
4. We will increase the end of the year benchmark pass rate grades K-5 at the elementary school by 2% annually.

Focus Area: Use of Data

Target Area: Local Assessment Data

Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Review local assessment data.	Gather and analyze local assessments, course pass rates, subject pass fail rates, and grade level performance.	Report card and benchmark data	In buildings during the last couple days of school.	DLT All professional staff, BLT	End of the school year annually starting in June 2018	Annually starting in June 2018 once local assessment process has been put into place	Compare data from the previous two years

SMART Goal 2016-2020:

1. We want to decrease the percentage of students by 1% a year, who are chronically absent (chronically absent is more than 10% of the school year (18/180))
2. We want to decrease the percentage of students by 1% a year, who are tardy 20 minutes or more, more than 18% of the school year (10/180).

Focus Area: Use of Data							
Target Area: Attendance							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Examine attendance data to determine effectiveness of the plan	Look at a five year review of our attendance data.	Data from schooltool, attendance reports.	Attendance committee meetings	Attendance Committee	June 2017	Monthly Meetings	We will have a trend report on our 5 year data to be reported out to our DLT by the end of each year
	Research and identify effective strategies to increase school attendance	Internet, other school districts best practices	Attendance committee meetings	Attendance Committee	Annually	Annually at Data Review for BEDS	Review attendance data for increase or decrease
	Train office personnel on effective input of attendance data	BOCES Schooltool support personnel (Kathy Crandall)	Annually on September Conference Day	Office Personnel	September annually	Review training status of all office personnel	Completion of Training

SMART Goal 2016-2020:

1. We will decrease infractions within referrals by 5% for the 2017-2018 school year.
2. We will reduce VADIRS by 10% for the 2017-2018 school year. (FOR DISCUSSION)

Focus Area: Use of Data							
Target Area: PBIS							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Analyzing schooltool data from the previous year	Segregate the data into different areas	Schooltool	A -Team Plus Meetings	A- Team Plus Deans, School Psychologists, Counselors.	July 2017	Four times a year (August 2016, December 2016, March 2017, September 2017)	Compare August 2016 Data to August 2017 by looking at infractions within referral rates and VADIR data.
Implement a minimum of two new PBIS strategies a year.	Brainstorm and research best-practices	Internet Book Study	A -Team Plus Meetings	A- Team Plus, Deans, School Psychologists, Counselors,	July 2018	Continuous with check –in four times a year to implement any changes. (December 2017, March 2018, September 2018)	Compare August 2017 Data to August 2018 by looking at infractions within referral rates and VADIR data.

SMART Goal 2016-2020:

1. Teachers will implement and document at least one active engagement strategy each month for the 2016-2017 school year.
2. Teachers will add active engagement strategies to unit plans and/or module modification sheets on the districts shared drive (as warranted).

Focus Area: Curriculum, Instruction, and Assessment							
Target Area: Instruction							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Active engagement strategies are implemented and incorporated into unit plans.	Research, incorporate, assess, and expand active engagement strategies individually and through sharing out during faculty meetings.	Teaching is the Core Books Other resources	Classrooms and Faculty Meetings Mentoring Sessions for All new teachers	DLT All teachers New Teachers through curriculum mentor	Starting annually 2016-2017	Gather data monthly by principals from faculty meetings. (2016-2017 School year only) Principals report progress to DLT quarterly. (2016-2017 School year only) DLT review and revise annually.	Active Engagement strategies will be added to unit plans and/or module modification sheets on the districts shared drive. (Continuously) Report out by principals to DLT.

SMART Goal 2016-2020:

1. We will meet the targets of the Elmira Heights CCLS (2016-2020) & NYSNGLS (2018-2021) Roadmaps implementation by the end of each year.
2. We will refine the curriculum to support increased student success identified from data analysis.

Focus Area: Curriculum, Instruction, and Assessment							
Target Area: Curriculum							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Continue to articulate the curriculum following the CCLS (2016-2020) & NYSNGLS (2018-2021) Roadmaps	Analyze unit plans on curriculum drive and refer to road map to see if on target	Curriculums Road map	classrooms	DLT All teachers	End of each school year, based on individual road map 2019-2020 – we will realign the roadmap with changes needed	Yearly	Comparing information on curriculum drives with road map
Refine curriculum and instructional practices to support student learning and success	Provide opportunities throughout the year for all faculty to work on strengthening curriculum and curriculum materials to support and enhance teaching and learning.	Curriculums Data analysis	Conference Days Curriculum support time Team time, Grade Level Meetings, Department planning time.	DLT All teachers	On-going process	Twice a year	Review L Drive curriculum for revisions

SMART Goal 2016-2020:

1. We will implement a K-12 writing curriculum.

Focus Area: Curriculum, Instruction, and Assessment **Plan revised in 2018...see next page for updated version							
Target Area: Writing Curriculum							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Develop a Writing Committee	Stakeholders from all buildings and subject areas will participate.	Committee description Email to see who volunteers for committee	Email Word document	DLT	September 2016	yearly	Check if committee is created and meetings are scheduled
Identify a K-12 writing curriculum	Explore research-based writing programs/processes	Writing program examples	Writing Committee meetings	Writing committee	June 2017	June 2017	A curriculum decided and implementation plan outlined
Create an implementation plan for a K-12 writing curriculum	Create an implementation plan for K-12 and share with staff	Writing Curriculum Building schedules	Writing committee meetings BLT	Writing committee BLT	January 2018	Monthly beginning September 2017	Share plan with staff See writing curriculum within schedules
Implement a K-12 writing curriculum	Continue to share plan with staff Create opportunities within schedules	Writing Curriculum Building schedules	Within Buildings	Administration Writing Committee BLT	September 2018	Yearly beginning June 2018	Observe writing in classrooms See writing within schedules

****Plan revised in 2018...see next page for updated version**

SMART Goal 2016-2020:

1. To create and provide grade- level writing guidelines that align with NYS and College and Career Readiness Standards
2. To implement a student portfolio system that continuously measures student growth

Focus Area: Curriculum, Instruction, and Assessment							
Target Area: Writing Curriculum							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Develop a Writing Committee	Stakeholders from all buildings and subject areas will participate.	Committee description Email to see who volunteers for committee	Email Word document	DLT	September 2016	yearly	Check if committee is created and meetings are scheduled
Identify a PK-12 writing curriculum	Explore research-based writing programs/processes	Writing program examples	Writing Committee meetings	Writing committee	June 2017	June 2017	A curriculum decided and implementation plan outlined <i>*the committee decided to change this to a writing plan that will outline what writing is at each grade level.</i>
Identify what areas of writing are missing in each grade level	Survey the PK-12 staff on writing standards that are being met in each classroom. Questions will be	Office 365 Standards for all subject areas	On-line Analysis done during committee time	Writing committee will analyze the data and identify gap areas of where writing is missing.	June 2017	June 2017	Results and analysis will be completed by committee by the end of the year <i>*This was completed</i>

	developed by the writing committee						
Identify what types of writing is being done in each grade level and subject area	We will individually survey the PK-12 staff on the types of writing that is being done at each grade level	Face to face team meetings with each grade level and subject area	Team time, prep times, grade level department times	Each member of the writing committee will meet with a grade level, special area or core classroom teacher.	October writing committee	October writing committee	All information will be documented and put in the L drive under the 17-18 writing committee folder
Create a PK-12 writing plan and portfolio	Create a PK- 12 writing plan and portfolio implementation plan Research and implement a portfolio to store PK-12 samples of writing.	Writing plan and Portfolio Building schedules	Create -writing committee meetings	Writing committee BLT	June 2018	Monthly beginning October 2017	Share plan with staff during March 2018 Conference Day See writing curriculum within schedules
Share and refine DRAFT of writing plan and portfolio	Present writing plan and profile DRAFT to staff	Writing plan and Writing Profile	Share out DRAFT during faculty meetings and/or conference day	Writing Committee PK-12 Teachers	January 2018- June 2018	Monthly beginning January 2018- June 2018	Final Draft will be completed by June 2018
Share & implement a PK-12 writing portfolio and electronic portfolio template	Share final draft of guidance document and portfolio with staff to be piloted first by select groups as decided by the committee. Create opportunities within schedules to provide PD for teachers	Writing Curriculum Building schedules Student work samples	Within Buildings Conference Days	Administration Writing Committee BLT	Share: September 2018 Implement: September 2019	Yearly beginning September 2018 Monitored monthly during writing committee meetings time	See writing within schedules Student writing samples will be added to writing portfolio.

Reflection: How is the writing portfolio doing, looking at student data/ state test results?

SMART Goal 2016-2020:

1. We will implement a K-12 21st Century Skills curriculum.

Focus Area: Curriculum, Instruction, and Assessment							
Target Area: 21st Century Skills							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Implement a K-12 technology curriculum	Research a K-12 Tech curriculum and then put on the roadmap Develop a K-12 Tech curriculum and then put on the roadmap Implement a K-12 Tech curriculum and then put on the roadmap	Current curriculums Technology curriculums	Curriculum committees at each building	DLT Curriculum committees Tech Committee	Annually	Research done by June 2017 Development done by June 2018 Implementation beginning in September 2018 By June 2019 Assess the effectiveness by doing a gap analysis	Standards outlined in lesson plans/curriculum maps
Implement a K-12 CDOS curriculum	Research a K-12 CDOS curriculum Develop a K-12 CDOS curriculum (incorporate into current curriculums) Implement a K-12 CDOS curriculum	Current curriculums CDOS curriculums	Curriculum committees at each building	DLT Curriculum committees	Annually	Research done by June 2017 Development done by June 2018 Implement beginning September 2018 By June 2019 assess the effectiveness by doing a gap analysis	Standards outlined in lesson plans/curriculum maps

SMART Goal 2016-2020:

1. We will ensure that 100% of the students who qualify for AIS will receive it.
2. We will have a full implementation in all three buildings of an AIS system that includes progress monitoring.

Focus Area: Infrastructure for Student Success							
Target Area: Academic Intervention Support							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Review AIS support model	Look at current delivery of AIS services in each of the buildings	Schedules, Building Schedules, List of required students	Administrative Meetings	A Team Plus	June 2017	Quarterly	Ensure Compliance that 100% of the students that are qualified receive AIS services are getting it.
Establish an AIS system that evaluates and restructures based on students' academic needs	A-Solicit feedback, Review Student achievement data. B-Creating a system with progress monitoring and periodic meetings to evaluate students progress and needs	Survey Student achievement data Best practices from other schools	Administrative Meetings or BLT	A Team Plus	A-June 2017 B-Fall June 2018	Monthly During A Team Meetings	Progress Monitoring System is in Place

SMART Goal 2016-2020:

1. We will provide a clear transition plan in grades 5 to 6 and 8 to 9 that involves physical, behavioral, and academic needs of each learner.
2. We will decrease the amount of class failure rate in grades 6 and 9 by 2% annually.

Focus Area: Infrastructure for Student Success

Target Area: Transition (grades 5-6 and 8-9)

Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Review current transition practices	Gather feedback and information on current practices and their effectiveness	Survey	Administration Plus Meetings	Administration Plus	Annually	Annually	Completed survey
Refine our current transition practices	Gather, research and implement best practices for school transitions	Internet research, other schools best practices	Administration Plus Meetings	Administration Plus	Annually	Annually	Data analysis of failure rates in grades 6 & 9

SMART Goal 2016-2020:

- 1. We will increase collaborative planning time within teams and/or departments.

Focus Area: Infrastructure for Student Success							
Target Area: Planning and Collaboration							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Establish planning and collaboration time with team or department	Scheduling practices	Schedules and best practices from other schools	Administrative Meetings	Administration with Guidance Scheduling Assistance	September each year	Annually	Teacher feedback

SMART Goal 2016-2020:

1. We will increase the effectiveness of the co-teaching model.

Focus Area: Infrastructure for Student Success

Target Area: Co- Teaching

Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Increase the effectiveness of co - teaching	Train teachers in effective co-teaching practices Research models and best practices and assess financial and personnel resources to implement best practices Scheduling Practices	Research based best practices Professional Development strategies for co-teaching Scheduling samples Financial parameters Personnel Parameters	A Team	A Team	June 2018	Identification of best practices Professional development training plan (present models of co-teaching at faculty meetings in 2017-18 school year) On-going analysis of models of co-teaching in the classrooms through observation	Report to DLT Oct 2017 Report to DLT February 2018 and also June 2018 of progress and any need for further training/professional development

SMART Goal 2016-2020:

1. We will make Elmira Heights School District 100% safe.

Focus Area: School Culture, Climate, and Safety							
Target Area: Safety							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Increase and evaluate the effectiveness of safety drills, code drills, medical emergencies, and or evacuation, etc.	Research other ideas, look at other models	Other school district plans, NYS Recommendations and Templates for Safety Planning, Networking with other schools, Engagements with local and state public safety	Safety Committee	Safety Committee	June 2017	Month Meetings	List of identified models of research.
	Implement new ideas for increased the effectiveness of safety code drills, medical emergencies.	Local and State agency feedback List of new ideas for implementations, Survey of Faculty and Staff of new or improved safety protocol.			June 2018	Safety Drills, Medical emergencies documented reviewed after each event	End of year feedback from faculty staff and public safety

Partnering with outside agencies: state and local police for coordination of safety drills and events.	Create a comprehensive list of outside agencies	List of outside agencies	Safety Committee meetings	Safety Committee	Create the list of agencies by September of 2017	Annually	List of outside agencies
	Meet minimally twice a year with outside agencies to assist in coordinating drills and events	Outside agency personnel	Safety Committee meetings	Safety Committee	Yearly	Annually	Attendance of outside agency personnel at Safety Committee meetings minimally twice a year

SMART Goal 2016-2020:

1. We will create a minimum of 2 opportunities for district staff to interact and get to know each other each year.
2. We will create a minimum of 2 opportunities for celebrations to support the whole district community.

Focus Area: School Culture, Climate, and Safety							
Target Area: District Faculty Culture							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Cohesive engagement of faculty and staff	Research and brainstorm opportunities (ideas) for whole staff interaction. Implement a minimum of two opportunities	List serve Internet Searches Survey Personnel Ideas	DLT Meetings During School Year Superintendent Conference Days	DLT Members All Staff	End of August, 2016 End of June each year	Annually	DLT Minutes Documentation of Opportunities
Celebrations to support whole district community	Implement a minimum of two events	Ideas and events, planning	DLT Meetings	DLT Administration	End of June each year	Annually	Documentation of Events

SMART Goal 2016-2020:

- 1. We will create the opportunity for 100% of the teachers to use technology as an instructional tool to support teaching and learning through Distance Learning opportunities.**

Focus Area: Educational Technology							
Target Area: 21st Century Learning and Teaching							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Increase Distance Learning opportunities for students	We will survey staff	Distance Learning Labs	Distance Learning Labs/ Community Room?	Technology Committee and A team	<p>Survey will be implemented by Dec 2017.</p> <p>By 2018-2019 we will increase the number of activities based on the results of the survey implement the results of the survey.</p> <p>2018-2019- Assess the effectiveness of the survey</p>	<p>End of the year. The tech committee will share out information with A Team for 2017-2018</p>	<p>Tech committee will share results with the DLT and A team</p> <p>Increase of Distant learning in the classroom</p>

Increase of the role of the technology coordinator in our district.	We will complete a needs assessment	Survey	On-line	Tech Committee and A Team	Survey will be implemented by the end of the 2016-2017 school year.	The tech committee will share out information with A Team at the end of the year. We will then analyze the results and proceed accordingly.	Tech committee will share results with the DLT and A team
Use of Office 365 as instructional tool	We will use the technology committee and turnkey to the staff during faculty meetings	365 Computers Training resources	Faculty meetings and during school time when our Instructional Computer Support Technologist	Technology Committee Instructional Support Technologist	During Roll Out of 365	2016-2017 Check- in emails with staff about other questions 2017-2018- We will utilize instructional support technologist to train staff in Office 365 instructional tools 2018-2019- We will evaluate the effectiveness and refine and start this over again.	A team will be observing this within

SMART Goal 2016-2020:

- We will ensure that 100% of the Elmira Heights students will follow the Board Policy in regards to the use of personal devices.**

Focus Area: Educational Technology							
Target Area: Policy							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Examine use of personal devices	<p>We will make sure the use of technology devices and procedures that we have in place are aligned with the Code of Conduct, NYS state law and Board of Ed policies.</p> <p>Look at best practices to use technology tools.</p> <p>Survey to staff</p>	<p>Tech Plan NYSED Regulations and Laws</p> <p>Research what other schools are doing</p>	<p>A Team</p> <p>Tech Committee</p> <p>BLT</p> <p>DLT</p> <p>Board of Ed</p>	<p>Administration and Julie</p> <p>Tech Committee</p>	<p>June 2017 – update the plan</p> <p>June 2018 – Revise and update the plan</p>	Yearly	<p>Policies will be updated in the Board Policies and in the Code of Conduct and Student Handbook</p>

SMART Goal 2016-2020:

1. We will ensure that 100% of Elmira Heights students will utilize our educational technology in a safe manner.

Focus Area: Educational Technology							
Target Area: Safety							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Plan for current trends in social and internet safety	Research the current “hot topic” in internet, apps, and communications	Research Articles Best Practice Local Trends in Use	Technology Committee	Administration, Technology Committee and Julie	June, 2017	Reports at monthly meetings about the hot topics and or research reports	End of Year Minutes from Tech Committee
	Based on research educate staff, students, and community about current trends and ways to protect	Experts in the field, time for education, and notifications via newsletters or and meetings	Tech Committee Conference Days Newsletters	Tech meetings Administration	June, 2018	Planning Events to educate about hot topic in the current trends.	Summary of events, correspondences.

SMART Goal 2016-2020:

1. We will create a comprehensive Professional Development Plan (PDP) annually.
2. We will train 100% of the faculty and staff on the effects of poverty in education.
3. We will train 100% of the faculty and staff on identified areas of educational technology.

Focus Area: Professional Development							
Target Area: Instruction							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Identify common district/building goals	Analyze student achievement data and set measurable goals for student outcomes	DATA Sources	DLT BLT	DLT BLT	June 2016 and annually	Annual report and goal setting process through DLT	Comprehensive and prioritized goals established by DLT annually by July 1
Plan, implement, monitor and evaluate professional development through the annual update of the PDP Plan	Annual review and update of the professional Development Plan	Professional Development Plan Needs assessment results BLT reports on action items and areas of focus	A Team DLT BLT	A Team DLT BLT	July 1 2017	Monthly reports by BLT to DLT	Updated professional Development Plan by July 1. 2017 and annually
Training in the effects of poverty in education	Educate staff regarding the issue of poverty by scheduling a poverty simulation activity for all district personnel.	Poverty Simulation from an outside agency (Steuben County)	Conference Day	DLT Administration	June 2018	Completion of Activity	Exit Survey of Poverty Activity

To provide professional development for students, faculty and staff within Educational Technology	Identify educational technology needs through a survey of all faculty, staff and students.	Survey	Online	Technology Committee	Annually	Annually	Survey
	Provide professional development in identified areas of educational technology	Personnel to provide professional development	Conference days Model Schools Faculty Meetings After school workshops In class instruction	All faculty, staff and students	Annually	Annually	Attendance records for professional development opportunities

SMART Goal 2016-2020:

1. We will provide professional development hours to all teachers, teaching assistants, and leaders per NYS requirements.

Focus Area: Professional Development							
Target Area: CTLE (Continuing Teacher and Leader Effectiveness)							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
CTLE Teacher effectiveness, teaching assistants, and leader effectiveness hours	Provide approved CTLE courses	Approved vendor and course list	Administration	Administration	Annually	Annually	PDP logs

SMART Goal 2016-2020:

- We will provide safe and secure facilities to deliver the instructional program as evidence by meeting all SED Educational Space Plan, and safety standards with 100% compliance.**

Focus Area: Facilities for Learning							
Target Area: Safety and Effectiveness							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Update 5 year facility plan with annual report	Receipt of current reports from Supervisor Transportation/Facilities	All fire and safety reports. Capital outlay substantial completion report	District Office	Superintendent and Supervisor of Transportation/ Facilities	August 2016	Summer 2016	Board of Education adopted annual report incorporated in 5 Year Comprehensive Facilities Plan
Ensure current project construction goals are met throughout Phase I and Phase II of the capital construction project	Receive updates from construction management	Monthly Construction management meeting notes	Central Office	Superintendent and Supervisor of Transportation/ Facilities	2020	Annually starting in 2016-17	Substantial completion completed and submitted by SED for each project phase

Identify any unmet needs and what was completed using current building condition survey (BCS)	Cross check between substantial completion items and items identified in the BCS yet to be addressed	Current Building Condition Survey and substantial completion reports	Central Office	Superintendent and Supervisor of Transportation / Facilities Facilities Planning Committee	2016-2020	Monthly updates	Substantial completion by 2020
Expansion of 21st century needs and enhancement	Inventory Current Equipment and complete needs assessment Identify necessary upgrades and create upgrade priorities list Implement upgrades	Current inventory Completed needs assessment Replacement/upgrade prioritized list	Board of Education and A team with input from buildings Technology Committee Technology Committee A Team and Board of Education	Technology Committee A Team Technology Technology Committee A Team and Board of Education Committee	2016-17 2017-18 2018-20	Semi-annual update to DLT Semi-annual update to DLT Purchased equipment	Completed needs assessment by June 30, 2017 Completed list of upgrades and identified plan to replace/upgrade June 30, 2017 Installation of equipment by 2020

SMART Goal 2016-2020:

1. We will create and implement an equipment replacement cycle to be completed by 2020.

Focus Area: Facilities for Learning							
Target Area: Equipment							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Develop annual plan to identify building level and district level equipment needs to coincide with annual budget process.	Inventory Current Equipment needs complete needs and identify financial resources to be applied for the replacement and upgrade and of equipment	Current inventory Needs assessment lists for each building and district	BLT to A Team to Board of Education	Administration (Superintendent in consultation with the A Team, Business Manager and Board of Education)	2016-2020	Annually through budget process	Have prioritized list of equipment been purchased.
Develop 5 year cycle to repair and upgrade equipment	Inventory Current Equipment needs complete needs and identify financial resources to be applied for the replacement and upgrade and of equipment	Current inventory Needs assessment lists for each building and district	Technology Committee, Board of Education, and A Team	Administration (Superintendent in consultation with the A Team, Business Manager and Board of Education)	2016-17		Completed facilities plan

Expansion of 21st century needs and enhancement	Review needs assessment and act accordingly	Needs assessment	Technology Committee, Board of Education, and A Team	Administration (Superintendent in consultation with the A Team, Business Manager and Board of Education)	2016-2020	Annually through budget process	Have prioritized list of equipment been purchased.
-------------------------------------------------------------------	---------------------------------------------	------------------	------------------------------------------------------	----------------------------------------------------------------------------------------------------------	-----------	---------------------------------	----------------------------------------------------

SMART Goal 2016-2020:

1. We will have standing committees communicate effectively 100% of the time with all faculty and staff.

Focus Area: Shared Decision Making Structures							
Target Area: Refining and Clarifying our Process							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Dissemination of work and communication with staff after every meeting	Email of meeting minutes	Internet Minutes	After each committee meeting	DLT	At the end of each meeting within 48 hours of meeting	Monthly	Minutes will be posted
	All Minutes will need to be put on the shared drive (curriculum L)	Julie to set up the groups on the intranet		Note takers			
	Committee will create the agenda for the next meeting prior to the end of this meeting	Committee Folder to be set up on L drive	During each committee meeting	Committee Members	End of the committee meeting	Monthly	Agenda will be provided as part of the minutes that will be posted
		Computer technology					
Look at ideas of increasing meeting dates and times, specifically DLT (Currently 1 hour)	(we agree with the time, however we would like to have an agenda)			DLT	2016 June 9 th 2 hours Summer July 27 th & 28 th . 2018 June 7 th ½ day July 25 th & 26 th		

Decision Making Mode and participation	Review what this is during all committee meetings in the start of the year	Decision Making Mode of Participation	During Committee meetings	All Committee members	End of the first committee meeting of the year	End of September	It will be discussed during the committee minutes
Update the Plans for Participation for DLT and BLT	We will review and update the Plan	Shared Decision Making Plans from other districts and from our district	During Summer DLT Meetings	DLT/BLT Members	October 2017 Annually- Ours was revised 2014	End of September 2016	Plan will be updated

SMART Goal 2016-2020:

1. We will increase the number of people in attendance at school events at all levels by 2% over a 5 year cycle.

Focus Area: Family and Community Involvement							
Target Area: Involvement and Collaboration							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Analyze and collect baseline data regarding attendance – looking at targeting high risk families	Sign in sheets	Sign-in sheets	Open house, parent/teacher conferences, family after school activities (family literacy night), informational meetings (orientation, grade level info nights)	Administration	Year 1		
Develop a parent needs survey in regards to attendance at events	Create electronic survey	Current online surveys (modified to meet EH needs)	DLT	DLT	Yr 1 and evaluate thereafter	June 2017 and monitor each year after (administer in June/Sept 2017?)	Completion and administration of survey
Create an action plan based off survey and implement action plan to increase participation in events	Develop specific plan/activities to reach parents (to increase attendance)	Parent needs survey and baseline data	BLT	DLT BLT	Create year 2 Implement year 3 and ongoing	Evaluate at the end of each year	Completion of action plan

SMART Goal 2016-2020:

1. We will have 100% participation on shared decision making teams by identified stakeholders.

Focus Area: Family and Community Involvement							
Target Area: Involvement and Collaboration							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Solicit community member to shared Decision Making Teams: BLT, and DLT	Advertise in district newsletters Request volunteers in annual election voter surveys Post of EHCSD Facebook page	Intranet Voter Survey District newsletters	DID and other newsletters Annual Election EHCSD Intranet EHCSD website	A Team	Annually beginning with the 2016-17 school year	On-Going until filled	All shared decision making teams have required representation

SMART Goal 2016-2020:

1. We will increase the number of opportunities for community resource involvement in the classrooms district-wide (including field trips).

Focus Area: Family and Community Involvement							
Target Area: Involvement and Collaboration							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Collect baseline data of our utilization of community resources and opportunities	Survey buildings for community resource involvement in school	Survey	Online	Administration	December 2016	December 2017	Survey results
Create a comprehensive list of classroom and field trip opportunities for all levels	Compile all current community resource usage from survey as well as from other schools and community entities	Survey Administrative reach out to other schools and community entities	A-Team	Administration	June 2018	Update every 3 years	Completion of community resource list
Develop Building level plans for increased community resource usage	Develop building-level plans for community resource usage	Community resource list Curriculums	BLT	DLT BLT	June 2019	Annually beginning in June 2020	Building Level Community Resource Plan

SMART Goal 2016-2020:

1. We will ensure that each school will hold one additional school wide family event by the 2017-2018 school year.

Focus Area: Family and Community Involvement							
Target Area: Involvement and Collaboration							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Plan school wide family event and document on calendar	Plan events in BLT	Planning time, funds	BLT	BLT	By 2018 plan and implement new event	By 2018, one new event will take place at each building level	Assess if one new family-oriented event has been added at each building level.

SMART Goal 2016-2020:

1. We will ensure that the Elmira Heights CDEP Plan will be shared with all stakeholders in the Elmira Heights School District.

Focus Area: Communication							
Target Area: All Elmira Heights Stakeholders							
Activity (ies)/ Actions: Must detail the actions that will take place in order to achieve the identified goal (s).	How:	Resources Required:	Where:	Who:	By When:	Monitoring Timeline:	Evaluation: (How will we know if we accomplished our goal)
Presentation of CDEP Plan	<p>CDEP Plan will be presented annually during all conference days.</p> <p>CDEP Plan will be presented during an Elmira Heights Board of Education Meeting</p> <p>CDEP plan will be presented during faculty and committee meetings</p>	<p>CDEP Plan</p> <p>Technology (Internet)</p>	<p>Board of Education</p> <p>Online</p> <p>District Newsletter</p> <p>Faculty and Committee meetings</p>	A Team and DLT Members	<p>June BOE Meeting</p> <p>Annually</p>	<p>Board of Education- June 2016</p> <p>Conference day starting October 2016 and then throughout the year and annually</p> <p>Throughout the year annually during Committee and faculty meetings</p>	<p>Completion of CDEP presentation during conference days, faculty meetings, committee meetings, and Board of Education meeting</p>
Posting of CDEP Plan	<p>CDEP Plan will be posted on the Elmira Heights CSD website and on the EHCS D Intranet</p>	<p>CDEP Plan</p> <p>Technology (internet website www.https://heightschools.com)</p> <p>Intranet</p>	<p>EHCS D website</p> <p>EHCS D intranet</p>	A Team	<p>September 2016 and annually</p>	<p>September 1, 2016 and annually</p>	<p>Visual inspection of website and Intranet</p>

COMPREHENSIVE DISTRICT EDUCATION PLAN CERTIFICATION

The Superintendent certifies that:

- ✓ Planning was conducted as a team process.
- ✓ A school profile was developed using all key data elements available.
- ✓ Representatives of all funding/planning areas were involved in the plan development.
- ✓ Building staff, parents, and the school community were informed and involved, as appropriate, in the process.
- ✓ Required school building plans (such as Title I School Improvement and SURR Comprehensive Education Plan) are on file at the building level and were a major resource in the establishment of priorities.
- ✓ The plan meets the requirements of State and federal laws and/or regulations that apply to the program covered by this Plan.
- ✓ A Board resolution is on file.

Signature (Superintendent of Schools):

Date: