

LEA Name:	Lake Placid Central School
School Name:	Lake Placid Elementary

ENTER DATA INTO YELLOW CELLS. ONCE LEA AND SCHOOL NAMES ARE ENTERED, MULTIPLE DATA POINTS WILL AUTOMATICALLY PRE-POPULATE.

2014-2015 School Comprehensive Education Plan (SCEP)

School Name	Lake Placid Elementary School	Contact Name	Brian J. Latella
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Website Link for Published Plan	www.lpcsd.org		

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

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

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

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School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

Instructions: List of stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings. Boxes should be added as necessary.

Name	Title / Organization	Signature
Brian J Latella	Elementary Principal	
Laura Coffin	Reading Specialist	
Theresa Lindsay	Middle School Principal	
Dana Wood	High School Principal	
Sarah Allen	CSE Chairperson	
Roger Catania	Superintendent	
Mary Michelfelder	School Counselor	

Meeting Date(s)	Locations(s)	Agenda Attached	Supporting Documents Included?
July 14, 2014	Administration Building	No	No
July 15, 2014	Administration Building	No	No
July 22, 2014	Elementary School	No	No
July 28, 2014	Elementary School	No	No
July 31, 2014	Elementary School	No	No

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School Information Sheet #1

School Information Sheet											
Grade Configuration	K-5	Total Student Enrollment	290	% Title I Population	23	% Attendance Rate	94%	% Student Sustainability			
% of Students Eligible for Free Lunch	28	% of Students Eligible for Reduced-Price Lunch	9	% of Limited English Proficient Students	0	% of Students with Disabilities	21%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0	% Black or African American	0	% Hispanic or Latino	0	% Asian, Native Hawaiian / Other Pacific Islander	1	% White	94	% Multi-Racial	3

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with No Valid Teaching Certificate	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	9%	Average # of Teacher Absences	

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	No	SIG(a) Recipient	Yes	SIG(g) Recipient	No
Identification for ELA?	No	Identification for Math?	No	Identification for Science?	No	Identification for High School Graduation Rate?	No
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	N/A
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N/A	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N/A	Six-Year Graduation Rate (HS Only)	N/A

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District Information Sheet #2

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

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

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

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SCEP Overview

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

The SCEP must be made widely available through public means, such as posting on the Internet, by the School. The Overview will serve as the at-a-glance summary of how the School will use various funding sources to improve student achievement. This Overview should be no more than five pages in length. A complete overview will address the following:

1. Using the drop-down menu, rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan.	2 = Partial Degree (Fewer than 50% of goals were achieved.)
2. Using the drop-down menu, rate the degree to which the School successfully implemented the activities identified in the previous year's School Comprehensive Education Plan.	3 = Moderate Degree (At least 50% of activities were carried out.)
3. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan impacted academic achievement targets for identified subgroups.	2 = Partial Degree (Some of the identified subgroups improved achievement.)
4. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan increased Parent Engagement.	3 = Moderate Degree (There was modest increase in the level of Parent Engagement.)
5. Using the drop-down menu, rate the degree to which the activities identified in the previous year's School Comprehensive Education Plan received the funding necessary to achieve the corresponding goals.	3 = Moderate Degree (At least 50% of planned activities were funded.)
6. Using the drop-down menu, identify in which Tenet the School made the most growth during the previous year.	Tenet 6: Family and Community Engagement

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• **List the strengths of the previous year's plan.**

The district is strengthening the selection and delivery of professional development through the Professional Development Team. This team will meet three times during the first 2 weeks of school and will continue to meet on a monthly basis. The PDT will work collaboratively to establish a timeline for long-term professional development goals. The school-wide goal to implement research-based ELA and math programs, the degree in which teachers will receive professional development, the systematic plan for teachers to collaborate about engaging and empowering students, and the allocation of resources to best meet our students' needs.

• **List the weaknesses of the previous year's plan.**

The school leader's understanding of the school's effectiveness may not be complete, impacting his ability to positively and consistently promote best practices in all areas. The use of assessments and processes to modify curriculum and instruction based on data is not being done systematically which limits the supports and extensions to promote student achievement. This lack of a systematic approach to customized instruction results in not all groups of students being challenged on a regular basis

In developing the CURRENT plan:

• **List the highlights of the initiatives described in the current SCEP. How are these initiatives supported through all funding sources?**

Establishing a school improvement team consisting of critical area stakeholders. Providing professional development on specific feedback, Units of Study in Writing and data collection systems. Supported through SIG a, Title I, Title II, and District funds.

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• List the timeline of events that led to the creation of the current plan.

As soon as the information about the DCIP and SCEP plans were released, the District administration team met to outline the process for completion. The timeline was very short as the plans were due a month earlier this year. The leadership team met on four different occasions to draft the plan and share it with building stakeholders.

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

The plan will be posted to the District website, building leader's page and shared at weekly parent gatherings.

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

Stakeholder awareness of the SCEP and its importance. Strategic follow-up to District APPR plan. Continued development of Common Core Learning Standards curriculum. Systematic use of assessments to modify curriculum and instruction through the use of data. Promotion of providing students with specific feedback to advance their skills and knowledge base. Challenging all groups of students on a regular basis. Support families in their ability to help their children become college and career ready.

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• State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The Lake Placid Central School provides a welcoming, stimulating environment that inspires all students (specific feedback to students) to achieve their academic (challenge all students on a regular basis), physical and social (support families, stakeholder awareness of plan) potential and to thrive in a dynamic global society (feedback advances students skills and knowledge base to become college and career ready). The relationship between the mission and identified needs are in () next to each principle.

• State the strategy and timeline to accomplish the mission or guiding principles.

The first two days of school are established as professional development days for staff and strategic implementation of systems within the building. During those two days, systems will be put into place to establish critical area teams and timelines for meeting dates. Professional development areas within the plan will be set by the Professional Development Team that meets twice a month.

• Describe school structures that support strategic implementation of the mission/guiding principles.

Weekly team meetings, District Professional Development Team, Quality Improvement Process Team, Weekly administration team meetings, Summer Curriculum Projects, PBIS Team.

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• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles.

Time for planning and stakeholder buy-in.

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

Information was unattainable due to high volume of requests to download from COGNOS.

• List the data sets that were analyzed to determine prioritized professional development.

2013-14 IIT Review de-briefing statements. 2013-14 SCEP Review.

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• List the professional development options that will be provided. For each option, describe the delivery method and the change(s) in practice that will be evident as a result.

1. Teacher to student feedback: planning in team meetings and on professional development days. Students will receive verbal and written feedback to increase skills and knowledge base which will lead to modified instruction and student ownership in learning. 2. Use of Fountas and Pinnell (F&P) benchmark data collection system: Coaching after-school sessions and in team meetings. With the use of benchmark data, teachers will be able to provide specific feedback to students during the workshop model for students to self-select texts.

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

Bi-weekly grade level team meetings, monthly faculty meetings, entrance welcome board, communication on school sign, weekly principal coffees, Fall curriculum nights, Open House, newsletters, general visibility at the start of the day, parent-teacher conferences, announcements, press releases, Facebook page, Open Door policies, presence at Community events, websites, Strategic Planning.

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Tier 1: List of Prioritized Activities for Improvement

Use this table to demonstrate costs associated with Tier 1 Prioritized Activities including: Systemic Planning Training, Expanded Learning Time Programs, Community Schools Programs, and Professional Development (if applicable).

Tenet: Identify the Tenet to be addressed by the selected Tier I activities.	Category: Identify the Tier 1 Prioritized Activity that will be implemented.	Activity(ies): Must detail the actions that will take place.	Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	District Cost(s): Identify the district cost associated with each fund source.	Timeline: Identify the projected start date for each activity.	Timeline: Identify the projected end date for each activity.
Tenet 3	Tier 1-2	Provide professional development in use of benchmark system to create accurate data for teachers.	Title II-A	\$250	September 3, 2014	September 26, 2014
Tenet 4	Tier 1-2	Provide staff development through Columbia Teachers College	SIG A	\$25,000	September 1, 2014	June 27, 2015

Total Amount of Funds Reserved for Tier 1 Activities \$25,250

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-1	Public School Choice (Up to 20% of the LEA set-aside).
	Tier 2-2	Supplemental Educational Services (Up to 30% of the LEA set-aside).
	Tier 2-3	Costs associated with deploying on-site visit teams that will use the Diagnostic Tool for School and District Effectiveness to identify a school's or district's current position relative to desired educational practices.
	Tier 2-4	Reasonable and necessary expenses associated with appointment of a Distinguished Educator to assist the district and schools in implementing systemic, whole-school reform and effective turnaround strategies.
	Tier 2-5	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) attendance at DTSDE Institutes and in assisting the district in the development and implementation of the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP).
	Tier 2-6	Reasonable and necessary expenses associated with the Outside Educational Experts (OEE) 's participation in district-led DTSDE visits.
	Tier 2-7	Costs associated with participation in New York State sponsored Professional Learning Communities (PLC).
	Tier 2-8	Costs associated with participation in professional development activities to develop and implement successful family and community engagement practices.
\$1,505	Tier 2-9	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement the CCSS, curriculum-embedded formative assessments based on enhanced New York State Standards (including the CCSS), including professional development in using information systems that track assessment outcomes.
	Tier 2-10	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement a behavior management program.
	Tier 2-11	Costs (e.g., substitutes, stipends) associated with participation in professional development activities to implement Response to Intervention (RtI) that are aligned with academic intervention services.
	Tier 2-12	Costs associated with training/certifying teacher evaluators, instructional coaches, teacher leaders etc. in conducting evidence based observations using the District's teacher practice rubric, training in coaching and feedback on instructional practice, and developing/assessing student learning objectives as part of teacher evaluation system.
\$1,500	Tier 2-13	Costs to develop and implement local formative and summative assessments across all grade levels and subject areas, consistent with New York State Standards, the provisions of Education Law § 3012-c, related to academic intervention services and applicable Commissioner's regulations.
	Tier 2-14	Costs associated with the professional development of teachers (and their principals/ instructional supervisors) who will develop and implement CTE courses in which increased percentages of historically underserved students will enroll.
	Tier 2-15	Costs to purchase of equipment and other curricular materials for CTE courses used by teachers in which increased percentages of historically underserved students will enroll.
	Tier 2-16	Costs associated with the training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Advanced Placement (AP), International Baccalaureate (IB), and/or Cambridge (Advanced International Certificate of Education [AICE] or International General Certificate of Secondary Education [IGCSE]) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternate assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.
	Tier 2-17	Costs to provide courses and related training and professional development for teachers (and their principals/instructional supervisors) who will design and implement Virtual/Blended AP, IB, and/or Cambridge (AICE or IGCSE) courses in the subjects for which, as of September 30, 2010, NYSED has approved an alternative assessment pursuant to 8 NYCRR §100.2(f), in which increased percentages of historically underserved students will enroll.

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Tier 2: List of Allowable Activities for Improvement

Budget	Tier 2 Activity	Tier 2 Activity Description
	Tier 2-18	Costs to train teachers and administrators in the use of data systems, aligned course sequences, and early college and career school models, between post-secondary institutions and P-12 systems.
	Tier 2-19	Costs to develop and implement school-based Inquiry Teams as defined in the state's RTTT application.
	Tier 2-20	Professional development for teachers and leaders on the analysis of real-time student data to inform instruction.
	Tier 2-21	Costs to provide supplemental compensation, consistent with local collective bargaining agreements, through a career ladder program, to highly effective teachers providing academic intervention services in hard-to-staff subjects or specialty areas in high-needs schools who mentor, coach, or provide professional development to student teachers, new teachers, or teachers rated as ineffective, developing, or effective in high-needs schools.
	Tier 2-22	Costs to provide supplemental compensation consistent with local collective bargaining agreements, for teachers providing academic intervention services through a career ladder program, to effective or highly effective teachers in hard-to-staff subjects or specialty areas who transfer from low- or moderate-needs schools to high-needs schools.
	Tier 2-23	Costs associated to develop and implement one of the four school intervention models (turnaround model, restart model, school closure, or transformation model) and the Secretary's turnaround principles, consistent with the requirements of the New York State SIG application and the State's theory of action of intervening and supporting low-performing districts and schools.
	Tier 2-24	Costs related to plan for LEA and State-approved partner organization arrangements (EPO, CMO, charter school operator) activities for implementation of one of the four school intervention models or a whole-school change model aligned with the Secretary's turnaround principles in the year following school re-design.
	Tier 2-25	Costs related to providing academic intervention services as well as costs associated with creating professional development for all teachers working with English Language Learners, on research-proven strategies for those students; costs associated with hiring additional staff to develop or expand programs for English Language Learners or targeted programs for high-needs English Language Learners such as long-term ELLs, SIFE, or ELLs with disabilities; costs associated with integrating bilingual instruction into ELL programs; costs associated with materials that promote English and native language development.
	Tier 2-26	Costs of training for and/or hiring of internal/external trained evaluators to conduct teacher observations and complete the processes for HEDI documentation and recommendations for teacher professional growth as indicated.
	Tier 2-27	Costs associated with operating a preschool program for eligible children consistent with Title I requirements (see USDE's April 16, 2012 non-regulatory guidance regarding the use of Title I, Part A funds to serve preschool children).
	Tier 2-28	A school may propose an alternative activity that aligns with one or more tenet areas to be approved by the NYSED. To gain approval, a district will provide a narrative that: (1) describes the activity; (2) lists the student data that led to this decision; (3) describes the theory behind this action and the expected student outcomes; (4) describes the changes in teacher practice that will occur as a result of this activity; and (5) describes the ongoing evaluation process.

\$25,250
\$3,005
 \$28,255

Total Funds Budgeted for Tier 1: Prioritized Activities (Sum of all costs listed in the "Tier 1 Prioritized Activities" tab)
Total Funds Budgeted for Tier 2: Allowable Activities for Improvement (Sum of all costs listed above)
Total Funds Budgeted for Improvement Activities

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -							
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1							
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	The school leader will work with the school community to create a school improvement team.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	The school improvement team will consist of at least 1 stakeholder from the following areas: primary grades, intermediate grades, special education, support staff, specials area, community.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The school leader will recruit members to serve on the school improvement team.	Not Applicable				July 1, 2014	August 31, 2014
Goal #1	The school improvement team will create SMART goals to guide change and ensure they are shared with all stakeholders.	Improvement	Tier 2-9	SIG A	\$1,505	September 1, 2014	June 27, 2015

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	The School leader should gain knowledge and understanding in critical areas of the school programming, which will ensure program/system effectiveness.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Organize weekly/bi-weekly meetings with stakeholders in critical areas of school programming.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Attend weekly Instructional Support Team meetings	Not Applicable			\$0	September 1, 2014	June 1, 2015
Goal #1	Schedule a weekly maintenance staff/principal meeting	Not Applicable			\$0	September 1, 2014	June 1, 2015
Goal #1	Schedule a weekly cafeteria staff/principal meeting	Not Applicable			\$0	September 1, 2014	June 1, 2015
Goal #1	Schedule a weekly building leadership team meeting	Not Applicable			\$0	September 1, 2014	June 1, 2015

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Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Establish evidence based systems for school improvement						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Collect data on a weekly/bi-weekly basis on school wide practices.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Establish data collection teams for critical practices.	Improvement				September 2, 2014	September 3, 2014
Goal #1	Use AIMS Web to progress monitor Tier 3 and SWD	Improvement	Tier 2-13	Title I-A	\$1,500	September 2, 2014	June 27, 2015

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Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Teachers use pacing calendars and unit plans reflective of a progression of sequenced and scaffolded complex materials.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	100% of teachers will participate in 2 days of designing CCLS aligned instruction.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	SESI will provide indepth exploration of CCLS shifts, close examination of standard progression through the year.	Not Applicable		N/A	N/A	July 25, 2014	July 28, 2014
Goal #1	SESI will assist in development of adaptation and implementation strategies to allow students with disabilities to access CCLS.	Not Applicable		N/A	NA	July 25, 2014	July 28, 2014

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Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Make data driven instruction apparent in most classrooms.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Benchmark students up to three times a year in reading, and use that data to align CCLS curriculum to meet students needs.						
Goal #2	Teachers will collect conferring data on each student on a weekly basis.						
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Provide professional development in use of benchmark system to create accurate data for teachers.	Improvement	Tier 1-2	Title II-A	\$250	September 3, 2014	September 26, 2014
Goal #2	Provide professional development in use of the confer app to increase teacher/student goal setting.	Improvement	Tier 1-2	N/A	\$0	September 16, 2014	November 18, 2014
Goal #2	Purchase confer app for each classroom teachers' and special education teachers', and reading specialist's iPad (20 teachers).	Not Applicable		District Funds	\$300	September 16, 2014	September 17, 2014

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Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide planning time for teachers to map their curriculum						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	100% of grade level teams will meet weekly to plan for student needs						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Grade level teams will provide the time of their weekly planning meetings to the principal.	Not Applicable			\$0	September 2, 2014	June 25, 2015
Goal #1	Each team will determine protocol for the most efficient use of their scheduled meeting.	Not Applicable			\$0	September 2, 2014	June 25, 2015
Goal #1	Building leader will attend up to 2 meetings/month	Not Applicable			\$0	September 2, 2014	June 25, 2015

LEA Name: Lake Placid Central School
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Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				Developing	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Provide students with specific feedback to advance their skills and knowledge base on a systematic basis						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Add at least one addition grade level to K, 1, and 2s transition away from percentage based grading system to standards based system including effective feedback						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Provide professional development on standards based grading systems	Not Applicable		N/A	\$0	September 26, 2014	February 13, 2014
Goal #1	Grade level teams share effective feedback strategies and student responses	Not Applicable		N/A	\$0	September 2, 2014	June 25, 2015

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Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
Tenet 5 as a Whole				Effective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	All students in grades K-3 will be screened for social-emotional adjustment specific to school success using the Teacher Child Rating Scale 2.1, a normed, reliable assessment.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Students in grades K-3 who score below the 30th percentile on the Teacher Child Rating Scale 2.1 will be considered for inclusion in the Primary Project program. For the 2014-15 school year, the Primary Project will serve a minimum of 15 children in each of the two program cycles.						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	The Primary Project is a NYSED approved, evidenced based program designed to enhance the social-emotional adjustment of students with Tier 2 level needs. See https://www.childrens institute.net/programs/primary-	Parent Engagement	Tier 2-8	District Funding of two part-time paraprofessionals: Model School Grant from Children's Institute		Cycle 1: October Cycle 2: January	Cycle 1: February Cycle 2: June

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Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed				B1. HEDI Rating	B2. HEDI Rating Source		
Tenet 6 as a Whole				Effective	Integrated Intervention Team (IIT) Review		
C. Major Recommendation(s)/Rationale: In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.							
Recommendation / Rationale #1 -	Increase families ability to support their children in becoming college and career ready.						
Recommendation / Rationale #2 -							
Recommendation / Rationale #3 -							
D1. Goal(s): Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.							
Goal #1	Provide multiple means of reciprocal communication with families						
Goal #2							
Goal #3							
D2: Goal(s): List the number of the goal to which the proposed activity aligns.	E. Activity(ies): Must detail the actions that will take place in order to achieve the identified goal(s).	F. Improvement/ Parent Engagement Set-Aside: Identify if the activity satisfies one of the mandated set-aside requirements.	G. Allowable Activity: If the activity satisfies the Improvement set-aside, indicate the applicable allowable activity supported.	H. Fund Source(s): Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	I. District Cost(s): Identify the district cost associated with each fund source.	K1. Timeline: Identify the projected start date for each activity.	K2. Timeline: Identify the projected end date for each activity.
Goal #1	Weekly coffees with the principal	Not Applicable		NA	\$0	September 12, 2014	June 19, 2015
Goal #1	Establish a college night for elementary parents	Parent Engagement		Title I	\$130	March 1, 2015	March 27, 2015
Goal #1	Establish grade-level curriculum overview evenings	Parent Engagement		Title I	\$1,097	September 1, 2014	September 30, 2014

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Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 2 as a Whole				\$0
SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.				\$0
SOP 2.2 - The School leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	\$1,505			\$1,505
SOP 2.3 - Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.				\$0
SOP 2.4 - The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.				\$0
SOP 2.5 - Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	\$1,500			\$1,500
Tenet 3 as a Whole				\$0
SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.				\$0
SOP 3.2 - The school leader ensures and supports the quality implementation of a systemic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.				\$0
SOP 3.3 - Teachers develop and ensure that unit and lesson plans used included data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				\$0
SOP 3.4 - The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				\$0
SOP 3.5 - Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	\$250			\$250
Tenet 4 as a Whole				\$0
SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.				\$0
SOP 4.2 - School and teacher leaders ensure that instructional practices are organized around annual, unit, and daily lesson plans that address all student goals and needs.				\$0
SOP 4.3 - Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				\$0
SOP 4.4 - Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	\$25,000			\$25,000
SOP 4.5 - Teachers inform planning and foster student participation in their own learning by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	see above			#VALUE!

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Improvement Set-Aside Budget Summary by Tenet and Statement of Practice				
Statement of Practice	Improvement Activities	Parent Engagement Activities	Other Activities	Total Amount Budgeted
Tenet 5 as a Whole				\$0
SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.				\$0
SOP 5.2 - The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				\$0
SOP 5.3 - The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				\$0
SOP 5.4 - All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.				\$0
SOP 5.5 - The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				\$0
Tenet 6 as a Whole		\$1,227		\$1,227
SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.				\$0
SOP 6.2 - The school leader ensures that regular communication with student and families fosters their high expectations for student academic achievement.				\$0
SOP 6.3 - The school engages in effective planning and reciprocal communication with family and community stakeholders so that student and needs are identified and used to augment learning.				\$0
SOP 6.4 - The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.				\$0
SOP 6.5 - The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.				\$0
BUILDING TOTALS	\$28,255	\$1,227	\$0	\$29,482

Amount Matches Total Funds Budgeted for Improvement Activities on Tier 2 Allowable Activities Page?

Yes