

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010006
School Name:	Diven Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

SCEP Plan Overview

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

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)

Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Students internalized the monthly "super scholar powers," as demonstrated in their personal reflections and application of each word to daily effort and achievement. This focus has resulted in a decrease in discipline referrals, a zero suspension rate, and in the routine student modeling of behaviors that promote

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Grade 1 "Walk to" GRAIR returned to a traditional GRAIR model in May, 2018. Data of struggling readers indicated that the available reading support would be more effectively utilized through a pull-out model. The SCEP Leadership Team thoughtfully reviewed all recommendation feedback from our February 6, 7, 8 District-led Review. As a result, the spring professional learning agendas were modified to address the components of the final report, setting the stage for 2018-19 SCEP development. All staff have a firm understanding of the rationale of the next steps ahead. Building the "why" enhances sustainability and

In developing the CURRENT YEAR'S plan:

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

The implementation of an expanded systematic, cohesive ELA curriculum that supports each learner in attaining benchmark levels and engages families in a home-school partnership to support individualized learning pathways to success. Awareness building of the Next Generation Learning Standards and impact of the new standards upon curriculum and instruction.

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

The identified needs targeted for improvement are: aligned and integrated ELA curriculum and instructional delivery to promote systematic skill development/increased reading volume and an increase in families engagement in children's success.

- 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

~ Our Vision ~

Diven is a joyful community of scholars.

We encourage and support each other to achieve excellence while learning and growing to make our world a better place.

We Believe:

We believe that student head and heart learning is our "why".

We believe that all students are learners and everyone can grow with purposeful and individualized strategic instruction over time.

We believe that collaboration leads to better teaching, better student learning and better outcomes for every learner.

We believe we are stronger and smarter together.

We believe that every scholar should experience a consistent, high quality learning system.

We believe that open and respectful dialogue is critical to mutual trust and success.

We believe that success comes from hard work and perseverance.

We believe a growth mindset helps us embrace change with enthusiasm, energy and effort.

We Believe that everyone does the best they can in the moment they are doing it. We learn and grow from our daily experiences.

The actions outlined in our S CEP plan are in total alignment with the vision and beliefs of our school community.

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

In addition to high quality tier I instruction (CKLL, CKSS, GRAIR), the identified subgroup will be provided with tier II and III reading and special education support aligned with the CKLA philosophy and framework.

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

The school structures of collaboration through professional learning teams, implementation of CKLA curriculum (with fidelity), PBIS, RtI/AIS, professional development and leadership team planning and support will drive the strategic implementation of the mission/guiding principles.

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

Diven will welcome a new Principal in 2018-19. This transition will be supported by the Leadership Team for optimal consistency in planned structures and systems for success.

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

Teachers will meet in building and district professional learning teams throughout the year to deepen their understanding of content and of student needs, plan instruction and assess the impact of their instruction.

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

School leaders will strengthen their relationships with school staff and the community by actively and visibly working on the work with all stakeholders. Family/community events, newsletters, auto dialer, postings on the district website/facebook page will all be utilized to highlight the schools focus and accomplishments.

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

The plan will be made available to the public through the district/building website and monthly Diven School Organization (DSO) meetings.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	February 6, 7, 8, 2018
B2. DTSDE Review Type:	District-Led Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	School leaders establish policies and organizational structures that support ongoing professional learning and continuous improvement. The transition to the Next Generation Learning Standards provides an opportunity to revisit and optimally align the use of curriculum materials and design of instruction and assessment.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June, 2019, the school leaders will communicate, provide support for and monitor the school-wide goals and expectations outlined in the SCEP as evidenced by the design and implementation of the instructional program in practice during building walkthroughs, targeted work/agendas/minutes of professional learning teams, professional development plan deliverables and a 5% student growth in NWEA from Fall, 2018 to Spring, 2019.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walkthrough Data, Formative/summative Assessment Data, Student Goal Setting and Attainment, Professional Learning Team Agenda and Deliverables.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
29-Aug-18	30-Aug-18	Action - SCEP overview presented to teachers. Responsible - Building Administrators and SCEP Team. Participants – Instructional Staff. Frequency - August Planning Days and monthly throughout the year as implementation is monitored/reported upon. Intended Impact - Understanding of focus areas and their connection to past work and future student achievement. The established systems provide the structure to regularly monitor all aspects of the school to know what is happening and to make informed decisions so that continuous improvement can be achieved.
29-Aug-18	30-Aug-18	Action - Revisit Diven's vision, belief and commitments, identify additions/deletions aligned with our SCEP focus areas. Responsible - Building Administrators. Participants – Instructional Staff. Frequency - August planning days. Intended Impact - To align our words and actions with our daily work.
September, 2018	June, 2019	Action - Implementation of SCEP plan. Responsible - Building Administrators and SCEP Team. Participants - all staff. Frequency - daily in classrooms and monthly with professional learning teams. Intended Impact - Increased student achievement in head and heart learning.

September, 2018	June, 2019	Action - Building Planning Team/SCEP Team monitors SCEP. Responsible - Building Administrators. Participants - SCEP Leadership Team Members. Frequency - monthly. Intended Impact - celebrate success, identify areas in need of attention and/or adjustment, inform the work of professional learning teams, focus building walkthroughs.
October, 2018	June, 2019	Action - Building administrators engage in walkthroughs with look-fors identified by SCEP team. Responsible - Building Administrators and SCEP Team. Participants - Instructional Staff. Frequency - 25-50/month. Intended Impact - monitoring of SCEP implementation, celebrate success, identify opportunities for professional development support and growth, communication of system-wide trends and individual feedback related to focus areas.
October, 2018	June, 2019	Action - Individual teacher and grade level teams analyze student math and ELA data in relationship to grade level benchmarks. Responsible - Building Administrators. Participants - PreK-2 Teachers. Frequency - quarterly and as programmatic/progress monitoring assessments dictate. Intended Impact - Alignment of student identified need (struggling - excelling) with appropriate support, alignment of identified need with individualized goal setting, awareness of horizontal/vertical learning trajectory needed to attain grade level benchmark status, identification of curriculum modifications/adjustments necessary to address gaps. ?

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	February 6, 7, 8, 2018
B2. DTSDE Review Type:	District-Led Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	<p>The current primary instructional program was developed for district-wide implementation in the 2016-17 school year and was based upon the NYS Common Core Learning Standards. Due to the adaption of the NYS Next Generation Learning Standards in September, 2017, the school must evaluate the current curriculum/instructional day priorities through the lens of the NYS Next Generation Learning Standards and Early Learning Taskforce recommendations to meet the timeline for implementation.</p> <ul style="list-style-type: none"> •Phase I: Raise Awareness (Winter 2018-Winter/Spring 2019): Professional development on NYS Next Generation Learning Standards; two-day assessments measuring the 2011 P-12 Learning Standards. •Phase II: Build Capacity (Spring 2019-Summer 2020):
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June, 2019, the school will identify current priority program misalignment(s) with the NYS Next Generation Learning Standards and develop/implement a plan to revise the identified curriculum and assessments as evidenced in the daily practice in 100% of classrooms and the leading indicators.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance at Professional Development, Professional Learning Team agendas and deliverables, Walkthroughs, Instructional schedules/pacing/delivery, Student goal setting, Formative and Summative assessment data.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
28-Aug-18	28-Aug-18	Action - Develop an understanding of the balance of skills and background knowledge in ensuring the development of strong readers. Responsible - Primary Administrators and DCC's. Participants - District-wide primary teachers. Frequency - 8:00am-3:00pm. Intended Impact - The creation of classroom environments where students read, write, speak and listen to understand every day.
29-Aug-18	30-Aug-18	Action - Re-define the expectation of the 1 hour GRAIR block to align with Next Generation Learning Standards. Responsible – Building Administrators. Participants – Instructional Staff. Frequency – 1 hour per day. Intended Impact – Articulation of the “why” aligned to word reading and text comprehension in the Next Generation Learning Standard expectations, initial planning for GRAIR.
September, 2018	November, 2018	Action - Implement Primary Comprehension Toolkit (Monitor Comprehension, Activate and Connect). Responsible - Building Administrators. Participants - Instructional Staff. Frequency - daily during GRAIR. Intended Impact - Authentic opportunities to engage with texts and materials that are content rich and complex, while reading, writing, speaking and listening to understand.
November, 2018	June, 2019	Action – Transition from Reading/Writing Habits to GRAIR aligned with outlined program components and pacing. Responsible – Building administrators. Participants – K-2 Classroom Teachers. Frequency – Daily during defined block. Intended Impact – Authentic opportunities to engage with texts that correlate with individual levels of phonic and word reading skills and materials that are content rich and complex at appropriate levels.

October, 2018	June, 2019	<p>Action – Turnkey district primary Next Generation Learning Standard Focus Team learning and protocols within the building, identify current practice alignments, misalignments and gaps and make recommendations for revisions, materials, training and support. Responsible – Building administrators.</p> <p>Participants - Instructional Staff. Frequency – Monthly at designated Professional Development. Intended Impact – Phase I Next Generation Learning Standard implementation, identification of program and instructional alignment/misalignment and next steps.</p>

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	February 6, 7, 8, 2018
B2. DTSDE Review Type:	District-Led Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	According to the recommendations and rationale from the February 6, 7, 8, 2018 District-Led Review. Diven students would benefit from the purposeful planning and routine application of engagement and self-assessment strategies in tasks aligned with the rigor of the NYS Next Generation Learning Standards, to build participation and think ratio through questioning, discussion and writing.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June, 2019, 100% of teachers will use simultaneous engagement strategies, student self-assessment, and focus Teach Like a Champion techniques (Wait Time, Cold Call, Format Matters, No Opt Out, All Hands Bright Hands, Turn and Talk) as evidenced in daily classroom practice/walkthroughs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance at Professional Development, Professional Learning Team agendas and deliverables, Walkthroughs, Student Artifacts.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
29-Aug-18	30-Aug-18	Action: Build a shared understanding of simultaneous engagement (Expeditionary Learning). Responsible: Building Administrators. Participants: Instructional Staff. Frequency: 1 hour protocol and purposeful modeling throughout the 2 day building staff development agenda. Intended Impact: Shared understanding of what simultaneous engagement is and why we strive for it.
29-Aug-18	30-Aug-18	Action - Build a shared understanding of Student Assessment of the Learning Goal. Responsible - Building Administrators. Participants - Instructional Staff. Frequency - 1 hour protocol and purposeful modeling throughout the 2 day building staff development agenda. Intended Impact - Re-set of the importance of the communication, unpacking, and student assessment of the learning goal.

29-Aug-18	30-Aug-18	Action - Review and practice focus Teach Like a Champion Techniques (Wait Time, Cold Call, Format Matters, No Opt Out, All Hands Bright Hands, Turn and Talk). Responsible - Building Administrators. Participants - Instructional Staff. Frequency - Purposeful modeling and participant engagement in focus techniques throughout the 2 day building staff development agenda. Intended Impact - To re-visit our commitment to build think and participation ratio through common questioning and discussion techniques.
October, 2018	June, 2019	Action - Professional Learning Teams create, implement, monitor and share 1 simultaneous engagement strategy and/or 1 student self-assessment strategy. Responsible - Building Administrators. Participants - PreK-2 Professional Learning Teams. Frequency - Monthly at designated Professional Development sessions. Intended Impact - To share success and our learning, to develop a building “bank” of simultaneous engagement and learning goal assessment strategies, to promote peer-peer learning and set the stage for peer visitation/observation.
October, 2018	December, 2018	Action - Begin focused study of Building Ratio through Writing (Teach Like a Champion, chapter 9), identify techniques for turnkey and study with all staff. Responsible - Building Administrators. Participants – SCEP Leadership Team. Frequency – Monthly SCEP Leadership Team Meeting. Intended Impact - To develop an understanding of how to build think and participation ratio through writing.
January, 2019	June, 2019	Action - Begin building-wide study of identified Building Ratio through Writing (Teach Like a Champion, chapter 9) techniques. Responsible - Building Administrators and SCEP Leadership Team. Participants – Instructional Staff. Frequency – Designated Professional Development sessions. Intended Impact - To build think and participation ratio through writing.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	February 6, 7, 8, 2018
B2. DTSDE Review Type:	District-Led Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Although the Diven Elementary School staff use multiple strategies to provide social and emotional support for students, only 57.6% of teachers strongly agreed/agreed in the January, 2018 DTSDE survey that student behavior does not interfere with instruction. The implementation of tier I supports - Recharging Stations and Morning Meeting were self-reflecting to be inconsistent and differ from classroom to classroom across the building and are in need of refinement.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June, 2019, 100% of classrooms will utilize common tools/procedures/structures for daily use with Recharging Stations and in Morning Meeting delivery, resulting in 75 or fewer incidents of tier I students requiring removal from class to the planning room during instructional times.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student daily attendance, Student suspension rate, Student discipline referrals, Walkthrough data, Professional Learning Team agendas and deliverables, Teacher survey data, Planning room data, Teacher attendance at Professional Development.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
29-Aug-18	September, 2018	Action - Revisit the components of Morning Meeting and the processes, procedures for Recharging Stations through the lens of Restorative Practice, Communicate expectations for daily classroom introduction and implementation of each tier I support. Responsible - Building Administrators and PBIS Team. Participants – Instructional Staff. Frequency - August Planning Days, Monthly/designated PDP. Intended Impact - Consistent Recharging Station and Morning Meeting delivery across the school.
October, 2018	May, 2019	Action - Introduce 1 Recharging Station Tool and plan for classroom use. Responsible - Building Administrators and PBIS Team. Participants - All staff. Frequency - Monthly/designated PDP. Intended Impact - An increase in student instructional time on task, support for students exhibiting trauma, ADHD and spectrum-like behavior.
October, 2018	June, 2019	Action - Share Morning Meeting and Recharging Station best practices (by component identified), link to the language and philosophy of Restorative Practice (as defined by the district). Responsible - Building Administrators and PBIS Team. Participants - PreK-2 Professional Learning Teams. Frequency - Monthly/designated PDP. Intended Impact - Consistent and efficient use of Recharging Stations and Morning Meeting, peer modeling/support/training, increased awareness of Restorative Practice.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	February 6, 7, 8, 2018
B2. DTSDE Review Type:	District-Led Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The school uses multiple strategies to contact and communicate with parents (class dojo, monthly newsletters, daily notebooks, information brochures, parent workshops, parent/teacher conferences, family event evenings, award assemblies, email, text, Facebook, phone calls, home visits, partnerships with outside agencies, etc.). Very little evidence has been gathered as to which families connect using which strategies and for which families none of the strategies manage to connect them to school. A school-wide assessment was administered in the Spring of 2018 to determine the current status of parent/family communication and engagement. This data should be used to articulate a vision and action plan to support family/community engagement in student academic and social-emotional success.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June, 2019, Diven Elementary School will articulate a shared vision and develop and implement an action plan for family/community engagement to support student academic and social-emotional success, resulting in a minimum of 5 documented home/school modes of connection with each family.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher attendance at Professional Development, Professional Learning Team agendas and deliverables, Community partnership, collaboration and involvement, School connects auto-dialer, Family connection data.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
29-Aug-18	October, 2018	Action - Expand the current staff vision and belief statements to articulate a shared vision for family/community engagement to support student academic and social-emotional success. Responsible - Building Administrators and SCEP Leadership Team. Participants – Instructional Staff. Frequency - August Planning Days, designated Professional Development, Monthly SCEP Leadership Team Meetings. Intended Impact - To develop a shared vision to be used as the foundation of the Action Plan development.
November, 2018	January, 2019	Action - Develop an Action Plan, which reflects the (Spring, 2018) school-wide assessment data around the shared vision. The plan will include: goals, action steps and a timeline for implementation/evaluation. Responsible - Building Administrators and SCEP Leadership Team. Participants - All staff. Frequency - designated Professional Development, Monthly SCEP Leadership Team Meetings. Intended Impact - To expand family/community engagement to support student academic and social-emotional success.
January, 2019	June, 2019	Action - Implement and evaluate the Family and Community Engagement Action Plan. Responsible - Building Administrators and SCEP Leadership Team. Participants - All Staff and Stakeholders. Frequency - Per outlined implementation timeline. Intended Impact - To expand family/community engagement to support student academic and social-emotional success.
