

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010007
School Name:	Fassett Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Mary C. Cox	Title	Principal
Phone	607-735-3904	Email	mcox@elmiracityschools.com
Website for Published Plan	elmiracityschools.com		

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
X	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).

As we complete the end of Year 2 in our Skills Strand instruction we are excited to see the impact on student reading and writing skills. Students are able to transfer the learning into authentic reading and writing opportunities. The pacing guides that were created moved us much closer in terms of instruction across grade level teams. This is especially crucial with student mobility being at 40%. The established protocols allowed us to identify focus areas and groups that allowed us to allocate our resources differently. As a result of the focus on students at level 2, we were able to move a number of students to level 3. Families reported positive impacts of the electronic modes of communication, allowing them to get information and respond quickly.

- 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.

This year we collected data and established common benchmarks for student achievement in various components of the Skills Strand. This data gives us a baseline for continued growth as well as allows us to reflect on fidelity of implementation. This year we realigned our intervention resources to focus on students who needed an additional boost to move to a level 3 or 4. Our 2nd Grade team attempted a new model for delivery of reading instruction by grouping teachers and students differently, focused on current levels of achievement.

In developing the CURRENT YEAR'S plan:

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

We are excited to engage staff in predictable, meaningful protocols around achievement data and student work. The focus on established criteria for success around learning targets will help to give student ownership of the learning. Specific feedback to each child on their performance in relation to the target will help both teachers and students to select goals for improvement. The development of a tool to be used for classroom walk-throughs and plan book reviews will provide staff with actionable feedback they can use. This feedback, along with data sets, will provide staff with an opportunity for self-reflection and planning. Rather than a one-size fits all mode of professional development, staff will be given an opportunity to work on their individual goal areas. The development of specific focus areas for assessment and progress monitoring of the Skills Strand is an essential piece of moving students forward. We can not rely on one data point, but rather need to look at several to have an accurate picture of students abilities and needs. It has been a challenge for many to incorporate specific comprehension strategies into daily lessons. The addition of the Comprehension Toolkit for classes will provide opportunities for high levels of student engagement and discussion. The pilot of incorporating IPADS into some classrooms focused on engagement and achievement will develop the competency of all educators. The training in Restorative Justice practices will give us the opportunity to review systems that are working and make adjustments to meet the diverse needs of students and families.

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

We need to increase student proficiency in all areas of literacy development including reading comprehension, fluency and word reading. Identifying specific measures to monitor will help us to review progress and make adjustments as soon as they are needed. In addition the review and feedback system will help to increase consistency in the use of research based strategies to increase student achievement.

- 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.

Our mission statement specifically mentions collaboration and the support of one another. Although educators can be hesitant to share or have someone come in, we need to move past that and truly create structures that allow us all to benefit from one another's expertise. This will occur through pre-planned times to share successes, structures that allow us to visit other classrooms, and protocols to look at student work against established criteria. Our mission also highlights the fact that students need strong foundational skills. The focus on fidelity of implementation of curriculum components will help to establish consistency amongst classes.

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

Students will increase achievement by 5% on identified district assessments.

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

Review of data using consistent protocols and procedures. Clearly defined roles, responsibilities, time-lines of interventions will increase student access and impacts of services.

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

Student mobility is at 40% which greatly impacts students growth and achievement. The district has committed to providing transportation for families that move throughout the year to minimize impact for children. Often families will decline so we need to do a better job explaining the impact on achievement that moves have for students. Student attendance can also be a barrier. Families sometimes will say, "It's just Kindergarten.." By informing families and allowing them to come in and see grade level expectations this perception can be changed.

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

This summer building administrators and teams will be trained on Restorative Justice practices. This will allow for our building and district to share best practices and strengthen opportunities for students and families. This summer we will hold three days of professional development August 28,29,30 2018. August 28th will be dedicated to Primary Initiatives, while the other two days will focus specifically on the building SCEP plan. We meet for Professional Development two times per month, specifically focused on the SCEP initiatives.

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

Letter to businesses and agencies outlining ways to collaborate on behalf of students success. Remind.com app with a parent and staff group, District Facebook, Weekly Bulletin, Emails, Participation in family events such as Open House, Meet and Greet , Monthly Family Events. Participation in community events and shared initiatives.

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

Website, Family Information Nights, Weekly Bulletins (staff and families). Hard copies will be in the office for review. Newsletters will specifically highlight a tenet initiative, goals and progress towards goals.

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:	May 15-17 2018
B2. DTSDE Review Type:	District Review with OEE oversight

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 leaders, along with instructional and support team members, must be able to articulate student achievement goals and consistently engage in structures that support them. School leaders allocate resources, both human and fiscal that support goals. Clear, systematic protocols for accessing, implementing and evaluating academic and social-emotional services will increase the impact of supports for students. Data sets must be current and focused on student achievement towards established goals. The school leadership team will provide structures for sharing out of interventions and best practices. School leaders follow protocols that allow for specific feedback on strategies that improve student achievement.
---	---

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 school staff will engage in identified systems and structures intended to increase achievement in sub-groups as indicated by a 5% increase in numbers of students meeting or exceeding district assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	• Professional learning teams agendas and artifacts, Walkthrough and feedback data and artifacts, Staff survey 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
Aug-18	Aug-18	Action: SCEP components and action plan steps presented to all staff. Share out of data used to measure effectiveness. Responsible: Building Administrators and SCEP team members. Participants: All instructional staff members (August 28,29,30) and non-instructional staff in September 2018 - Frequency. Monthly review of data towards goals will take place at SCEP team and Support Team meetings and reported out to staff. Intended Impact: All members of the school community will be able to clearly identify our shared goals, resources and modes of monitoring progress.
Aug-18	Sep-18	Action: School leaders will create a visual resource for teachers of available academic and behavior interventions/services, that includes definition of roles, expectations for delivery, and progress monitoring tools. Participants: SCEP team, support staff, identified community support agencies. Frequency: Visual completed by September 2018 and updated throughout the year. Intended impact: increase in access and impact of services for students.
Sep-18	Jun-19	Action: Instructional teams will engage in structured data protocols to analyze student data in relation to achievement goals in the areas of English Language Arts and Math. Responsible: Instructional teams, Building administrators, Data and Curriculum Coordinators. Frequency: Bi-monthly and as programmatic/progress monitoring assessments dictate. Intended Impact: Student needs are identified, interventions and supports aligned.

Sep-18	Jun-19	Action: Building Administrators will engage in a systematic delivery of specific feedback to instructional staff, that includes a plan for follow-up and identified needed supports. Responsible: Building Administrators. Frequency: Each classroom will have a walk-through that includes specific, actionable feedback two times per month, and additionally as indicated. Intended Impact: Increase the consistency of shared best-practices and research-based strategies. Provide individualized support for staff.

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:	May 15-17 2018	
B2. DTSDE Review Type:	District Review with OEE oversight	
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.	In order to increase student achievement on NYS Assessments all teachers must provide rigorous, coherent curriculum that is directly aligned to the Common Core Learning Standards. Student achievement increases when learning targets are clear and students are given an opportunity to assess their own work against the standard and set goals. Systems and protocols are needed to engage students in review of their progress. Impactful planning includes CCLS targets, higher-order questions, formative assessments, and differentiated strategies and supports for individuals and groups.	
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 staff will implement rigorous and competent curricula aligned with the Common Core Learning Standards to increase student achievement in the areas of literacy and math and evidenced by an increase of 5% of students meeting or exceeding benchmark on Skills Strand assessment data as well as a 5% increase in students meeting projected growth on MAP assessments.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Lesson plan review data, Walkthrough Data, Staff survey data, District 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
Aug 29,30 2018	Jun-19	Action: Engage all instructional staff in an activity designed to demonstrate the importance of clear learning targets and established criteria to meet levels of achievement (rubrics, samples). Responsible: Building Administrators and SCEP team members. Participants: All instructional staff members. Frequency: Initial activity completed August 29, 30 2018. Intended Impact: Instructional staff will be able to articulate the relationship between sharing established success criteria with students and student achievement. Clear focus on connection of student learning targets and rubrics/samples established.
Sep-18	Jun-19	Action: Implement a system and protocol for sharing student work against established criteria. Responsible: Building Administrators and SCEP team. Participants: All instructional staff members. Frequency: Monthly at professional development sessions. Intended Impact: Instructional staff will align student work against standards. Instructional staff will implement relevant practices and protocols in classroom practice, thus raising student ownership and achievement.

Aug 29,30 2018	August 29,30 2018	Action: Share components of lesson planning to be reviewed with instructional staff: clear CCLS targets, higher level questioning, differentiated instructional practices, clear assessment criteria and structures. Responsible: Building Administrators. Participants: All instructional staff members. Frequency: August 29, 30 2018 . Intended Impact: Planning by instructional staff members will include identified components.
Sep-18	Jun-19	Action: Regular review of and feedback about quality of lesson planning by instructional staff. Responsible: Building Administrators. Participants: All instructional staff. Frequency: Monthly September 2018-June 2019. Intended Impact: Provide instructional staff with specific, timely and actionable feedback to recognize, increase quality.

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:		May 15-17 2018
B2. DTSDE Review Type:		District Review with OEE oversight
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.		In order to address the gap between what students are able to do and the instructional targets, teachers must provide specific, actionable feedback based on assessment data (summative and formative). Consistent use of instructional strategies that lead to high levels of student engagement and critical thinking is a major focus area. In order to meet the demands of the Next Generation Learning Standards, all instructional staff will reflect on current practices and incorporating next steps. Through the identification of multiple assessment points, we will be able to have a clearer picture of student achievement and readiness. While 71% of Second Graders were rated as meeting or exceeding benchmarks in regards to Running Record Data, only 43% of students in this grade met or exceeded the end of the year reading comprehension benchmarks.
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 instructional staff will consistently utilize instructional practices that lead to high levels of student engagement in learning as evidenced through classroom observation and achievement data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Walk-through data, Skills Strand Data, District Assessment Data, Student and Teacher Survey 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.
August 28,29,30 2018	August 28,29,30 2018	Action: Overview of the Next Generation learning standards for staff (video and cross-walk activity). Responsible: Building and District Administrators, Data and Curriculum Coordinators. Participants: All instructional staff. Frequency: August building days. Intended Impact: Instructional staff will be able to articulate themes and key points regarding the demands of the Next Generation Standards.
Oct-18	Jun-19	Action: Instructional staff will engage in self or small group directed professional development sessions that are driven by self-assessments as well as walk-through and lesson planning feedback. All staff will utilize the resource <u>Teach Like A Champion 2.0</u> by Doug Lemov to assist with their work. Participants: All instructional staff. Frequency: One time per month during professional development.

Sep-18	Jun-19	Action: Identification of targets/benchmarks and progress monitoring of key areas in Skills Strand: Reading Comprehension, Fluency, and Word Reading in Isolation. Teachers will collect data in each area and plan using results to move students to benchmark. Responsible: Building Administrators, Data and Curriculum Coordinators. Participants: All instructional staff. Frequency: Benchmark scores collected by October 1, 2018. Progress monitoring, planning based on data: Based on assessment schedule. Intended impact: Staff will be able to clearly identify multiple points of assessment and use data to inform practice.
Oct-18	Jun-19	Action: Instructional staff will guide students in text-based lessons focused on literacy engagement and comprehension strategies including: Monitoring comprehension, Activating and connecting. Asking questions, Infer and Visualize, Determining Importance, Summarize and Synthesize. All Kindergarten-Grade 2 staff will utilize the <u>Comprehension Toolkit for Primary</u> by Stephanie Harvey and Anne Goudvis. Responsible: Building Administrators. Participants: All instructional staff Kindergarten - Grade 2. Frequency: Daily during GRAIR block. Intended impact: Teachers will expand their repertoire of literacy engagement strategies and will engage daily in shared reading, writing and thinking about a text.
Sep-18	Jun-19	Action: A number of classrooms will pilot the use of IPAD use with small groups to increase engagement and achievement. Responsible: Building Administrators, Technology TA, Elementary Technology Team. Participants: Instructional staff that express a desire and plan to use technology to increase student engagement and achievement. Also, a willingness to participate in relevant professional development and turn-key learning to staff. Frequency: Daily in classrooms. Intended Impact: Collect data on the use and impact. Share out of learning will expand the use of technology skills for all staff. Increase in student engagement and achievement.

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:	May 15-17 2017	
B2. DTSDE Review Type:	District Review with OEE oversight	
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.	In order to make informed decisions, all school community members must be able to articulate available supports for students, both academic and social-emotional. In addition, a process must occur that allows for the evaluation of the impact of services once referrals are made. On the May 2018 survey 65.2% of teachers agreed with the statement. "We have an effective system for developing and building student social-emotional health." During the review, solid behavior management systems were noted. A system that shares out successful practices as well as a time to discuss student behavioral performance are needed. The staff survey also indicated that 73.9% of staff believe that we track and monitor student behaviors so that improvements can be made.	
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 staff will actively participate in systems and protocols students' social-emotional health and well-being, as evidenced through classroom walk-throughs as well as referrals made for support services.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Referrals (behavior, Kid Talk, RTI, CSE, community supports) as well as progress monitoring to determine effectiveness, Walkthrough data, Planning room data, Attendance and Transiency data (currently 40%), Staff survey 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.
July, August 2018	Jun-19	Action: Building Team will participate in Restorative Justice Training by the National Educators for Restorative Practices. Responsible: Building and District Administrators. Participants: Building Team consisting of Administrators, Teachers, Support Staff. Frequency: Initial Training to occur July 16,17 and August 20,21,22 2018 with team. Then, monthly training of building team to occur as well as turn-key training to building staff. Intended Impact: Solidify practices that are restorative in nature, create new opportunities for students and staff to engage in restorative practices, common language and procedures.
Sep-19	Jun-19	Action: Create and implement a system for teachers and students to access tools, activities to meet the needs of students with high sensory needs. Responsible: Building Administrators, School Counselor, Support Professionals. Participants: Identified students. Frequency: As indicated by student plan. Intended Impact: To create planned interventions that meet students needs and allows them to return to learning more focused and ready. To build our repertoire of supports and services available to address individual student needs.

Sep-18	Jun-19	Action: Establish a flow-chart that clearly outlines: Tier I school-wide practices for all classrooms, as well as how to access Tier II and Tier III supports for students. Chart will include services, time-lines, and roles of all members. Responsible: Building Administrators, SCEP team members, Support Staff including School Counselor, Psychologist, and Community Support members. Participants: All building staff. Frequency: Shared at August days - also in September and updated throughout. Intended impact: All staff will be able to articulate common Tier I supports and available Tier II and Tier III services and supports.
Sep-18	Jun-19	Action: All instructional staff will maintain a one-page sheet for each student that indicates which services/supports students are currently receiving or have received in the past and the impact. Responsible: All instructional staff. Participants: All instructional staff. Frequency: Benchmark collection and monthly or as needed. Intended Impact: All staff will have clear data on which supports each students has or has had and what is still available. Staff can easily access and share information about students.
Sep-18	Jun-19	Action: Members of the Student Impact team will track interventions on student referrals (social-emotional/behavior, attendance), collect progress monitoring data, determine effectiveness and share results with instructional staff and support providers. Responsible: Members of the Student Impact Team including: Building administrators, School Counselor, School Psychologist, District and Community Support services. Intended Impact: Increase in use of support services to meet student needs. Develop common bank of effective strategies, supports and services.
Sep-18	Jun-19	Action: Members of the PBIS team will develop monthly focus areas to be taught and recognized building wide around scholarly habits such as: Scholarly SLANT, Asking Questions, Perseverance. The team will review current recognition systems and make adjustments as needed. Responsible: Building Administrator, Team members. Participants: All students and staff. Frequency: Monthly. Intended impact: Common focus, language and expectations.

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:	May 15-17 2017
B2. DTSDE Review Type:	District Review with OEE oversight

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 must establish expectations and systems that promote multiple opportunities for reciprocal communication with families that allow them to understand the high expectations for students and ways to increase success. Families must understand the indicators of success at each level. Families indicate through survey data that they appreciate communication from instructional staff, particularly through real-time, electronic tools. Tools such as Remind.com, Bloomz and ClassDojo allow for immediate communication to all families, or one individual. Our attendance at parent events reveal that people are much more likely to attend a more social event, rather than one strictly academic in nature. At academic workshops our attendance was between 7-15 people, while events such as Book Bingo or a Movie Night consistently brings in over 75-100 families. The school community must rely on supports from the district and larger community to enhance educational opportunities and experiences.
---	--

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 instructional staff will communicate regularly with families regarding academic expectations and student achievement against benchmarks as evidenced through electronic communication reports, team reporting documents and family survey data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Staff and family participation in electronic communication tools, Attendance data at identified family events, Parent Survey Data, Staff Survey 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.
Aug-18	Sep-18	Action: Create and deliver a letter to local businesses asking to partner with the school on various building goals, such as establishing a joyful community of readers. The letter will outline specific ways that organizations can help support the school community. Follow-up calls/in-person visits will occur as follow-up. Responsible: Building SCEP team and FCOC (Family and Community Outreach Coordinator). Participants: Area businesses and community organizations. Frequency: Summer 2018 and on-going as needed. Intended Impact: Establish/strengthen bonds with community organizations and the school community. Increase resources available to students and families.
Sep-18	Jun-19	Action: In addition to Meet and Greet and Open House, grade level teams will plan and host a minimum of family events that highlight curriculum expectations, student achievement and ways to help their child. Responsible: Grade level teams, FCOC. Participants: Family members of all students. Frequency: A minimum of two times per school year. Intended impact: Increase family understanding of curriculum expectations.

Sep-18	Jun-19	Action: All instructional staff will create an electronic communication account to communicate directly with families. Goal - 100% staff using an electronic tool to send a minimum of one message with academic information per week and one message highlighting individual student growth per month. 100% of families registered for system. Responsible: Instructional staff, building administrators. FCOC will develop a tracking system to monitor implementation. Participants: Staff and families. Frequency: minimum weekly/monthly messages. Intended impact: Increase consistent, reciprocal communication between families and staff. Ensure consistent levels of communication across classes.