

LEA Name:	Elmira City School District
LEA BEDS Code:	07060010014
School Name:	Pine City 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			
President, B.O.E. / Chancellor or Chancellor's Designee			

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).

This was the second year of full implementation of the Common Core Skills Strand. Our end of the year MAP scores showed continued growth with foundational skills. We showed continued growth with our end of the year running records. In second grade, 86% of the students were reading at/or above grade level expectations. When compared to 2016-17, 76% of our students were at or above. At the end of first grade (majority of same students) 66% of the students were at/or above grade level. Teachers are more comfortable with the skills strand. Reading support teachers are using the students' data to pinpoint areas of weakness and providing remediation at the appropriate level while students are being exposed/taught the core curriculum. Also, teachers were more consistent with the learning targets being posted and unpacked. Students had a better understanding of the learning when asked.

- 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.

One of the areas we focused on was formative assessments. Across the primary schools we identified four student engagement protocols to utilize in order to get some assessment feedback from students (Inside/Outside circle, Maître D' , Back to Back/Face to Face and Turn and Talk). The student engagement protocols were not new during the 2018-18 school year. Based on conversations with teachers, it was evident that there was confusion between formative assessments and student engagement protocols. In December, the Data Curriculum Coordinator did professional development for staff. Walk-through data was collected. Student engagement protocol most often used: Turn and Talk. School leaders did start collecting formative assessment data after the District-Led Focus Review. Data was shared with staff in regards to formative assessments and how it is used to drive instruction. Data from April - May indicated 21/32 class used formative assessments during their lesson. From February to May - walkthrough data based on 75 classes. Goals: 73/75 Engagement Protocols: 17/75 Questioning: Most questions are knowledge, comprehension, application. Staff felt that walkthrough data did not capture what was happening in classrooms. During August days

In developing the CURRENT YEAR'S plan:

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

One area of focus for teachers was to consistently post and unpack their target goals. This became routine for teachers this year and students were able to talk about their learning when asked by school leaders. Teachers continued to implement the CKLA skills strand (2nd year of implementation). MAP data continued to show growth with foundational skills in grades K - 2nd.

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

We will be re-establishing our data walls which will lead to rich discussions about individual student progress and curriculum modifications/strategies. We will continue our work with active student engagement protocols and formative assessments. During the 2018-19 school year, we will be implementing "Zones of Regulation" in all of our classes to teach students how to regulate their feelings/emotions/behaviors - improving student social/emotional health along with

- 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

The guiding principles of Pine City Elementary School continue to include an academic environment focusing on collaboration, student-centered learning and high quality instructional nd rigor. The learners are our focus.

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

The identified subgroup(s) will be provided with the following support services to aid in improving their academic success: RTI (Response to Instruction Plans), Reading Support Services (reading/special education teachers).

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

The following structures will be in place: Monthly SCEP meetings, Monthly Data and Grade Level meetings focusing on assessment, planning and curriculum, Monthly PBIS meetings, professional development, Response to Instruction plans, continued implementation of the skills strand, restructuring of GRAIR to focus on comprehension strategies and exposure to grade level text.

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

Professional Development could be a challenge during the 2018-19 school year. Parent/Teacher Conferences took place on District-Led PD days during the 2017-18 (5 days). This impacted professional development. If that is the district's plan for the upcoming year, then that will need to taken into consideration when developing the plan. Also, we could be losing our Family Community Outreach Coordinator which will impact Tenet 6.

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

There will be three August Days for the upcoming school year. Day one will focus on Primary Initiatives. Days 2 and 3 will focus on school initiatives. The focus of the first and third Wednesday of each month will relate to the goals in our school plan. There will be three Superintendent Conference Days that will allow time for district and building-wide initiatives.

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

School leaders will continue to strengthen relationships with school staff and the community through weekly staff newsletters, monthly parent newsletters (hard copy and posted on Class Dojo), Family Community Outreach Coordinator newsletters, postings on the district website/Facebook page and school-wide

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

The current plan will be made available to the public through the District/Building website, parent newsletter/Class Dojo and school-wide parent events.

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:	January 16 - 18, 2018
B2. DTSDE Review Type:	District-led Visit

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.	Feedback from District-Led Review: Discussions were around the use of a data wall to monitor individual student progress which we had utilized for quite some time before the implementation of CKLA. Result: Data meetings not occurring on a regular basis, if at all. Another area of focus: grade level team meetings. It was evident through discussions that there is inconsistency among grade level teams in regards to frequency, purpose and content. Response to Instruction: inconsistent due to lack of primary supports. During the 2017-18 school year, there was one primary Data Curriculum Coordinator for all four primary schools.
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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 2018, 100% of the staff will be gathering and analyzing ELA/Math data in order to develop/monitor Response to Instruction plans for Tier 2 and Tier 3 students.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Grade Level Meeting Notes, Data Wall/Meeting Notes, Response to Instruction Plans

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	Oct-18	Action: Identify the assessments to be used for progress monitoring in ELA and Math Responsible: Building Leaders Participants: Reading/Special Education Teachers, Classroom Teachers and Data Curriculum Coordinators August Days and District-Wide PD in September/October Teachers will be able to have focused discussions with grade level team members, building leaders and DCC on strategies/interventions with Tier 2 and Tier 3 students <div style="text-align: right;">Frequency: Intended Impact:</div>
Aug-18	Oct-18	Action: Develop a progress monitoring schedule to be used with students Building Leaders Reading/Special Education Teachers and Classroom Teachers and District-Wide PD in September/October consistency in the implementation of the progress monitoring within the grade level teams in order to develop/modify strategies and interventions with Tier 2 and 3 students <div style="text-align: right;">Responsible: Participants: Frequency: August Days Intended Impact: To provide</div>

Sep-18	Jun-19	Action: Re-establish data wall and meetings Responsible: Building Leaders Participants: Reading/Special Education Teachers, Classroom Teachers and Data Curriculum Coordinators Monthly/Quarterly To analyze and discuss student data/curriculum in order to meet the needs of individual students Frequency: Intended Impact:
Aug-18	Aug-18	Action: Creation of grade level team norms, meeting protocols, minutes of meetings and roles of team members Responsible: Building Leaders Participants: Grade Level Teams Frequency: 1x Intended Impact: To develop consistency with frequency, purpose and content of grade level meetings

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:	January 16 - 18, 2018
B2. DTSDE Review Type:	District-led Visit

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.	Feedback from the District-Led Review: Beyond the GRAIR time, teachers access and print the curriculum lessons from engageny.org for math modules, CKLA, and the Listening Learning instruction. A review of these documents show that lessons are not adapted for student needs and inclusion of the instructional practices of scaffolding and differentiation. The SL reported that the previous year’s focus has been on the implementation of CKLA and that math needs to be a renewed focus area for planning. • During the grade level team meeting observation, the teachers did not discuss curriculum and lesson planning. There was no discussion of alternative interventions or how to differentiate materials and lesson plans. The teachers did not regularly record or analyze the data from this to inform planning or influence flexible student groupings in the lessons reviewed and classrooms visited.
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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 2018, 100% of teachers will use formative assessments to inform their instructional planning of scaffolds and differentiation to target individual students needs for whole and small group instruction in ELA and Math.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walkthrough data, MAP Assessments (beginning of the year, mid-year and end of year), Lesson Plans, skills strand and running record 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	Sep-18	Action: Develop a template that will incorporate formative assessments in the planning and to target the individual needs of students Responsible: Classroom Teachers, Special Education Teachers, Reading Teachers and Building Leaders Participants: Students Frequency: 1/2 times - template will be reviewed quarterly Intended Impact: By teachers being active in creating the form, formative assessments will be included in the planning and individual students' needs will be met.
Sep-18	Jun-19	Action: Analyze students' benchmark assessments (MAP/Running Records/Skills Strand/Math Modules) targeting the individual needs of students. Responsible: Classroom Teachers, Special Education Teachers, Reading Teachers, Building Leaders Participants: Students Frequency: Monthly/Quarterly (depending on when assessments are given) Intended Impact: By analyzing students' data, teachers will be able to strategically plan whole/small group instruction meeting the needs of individual students

Sep-18	Jun-19	Action: Discussion/Implementation of alternative interventions and differentiated materials/lesson for students Responsible: Classroom Teachers, Special Education Teachers, Reading Teachers and Building Leaders Participants: Teachers Frequency: Daily, Weekly, Monthly Intended Impact: By having curriculum discussions about interventions/differentiated materials, Grade level teams, Special Education and Reading Teachers will plan instruction targeting the needs of learners

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:	January 16 - 18, 2018
B2. DTSDE Review Type:	District-led Visit

<p>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>	<p>Feedback from the District-Led Review: During the vertical team meetings, teachers indicated that they knew a variety of active engagement strategies. However; during the classroom visits it was not observed. Most teachers called on students with their hands raised. Appropriate wait time was not given to students. Questions that were asked of students did not involve higher-level thinking. During the GRAIR time, questions that were observed were basic who, what, when and where questions. Walkthrough data on Student Engagement Protocols (Feb. - May)</p> <p>Turn and Talk: 13/75 classrooms Circle: 2/75 Back to Back/Face to Face: 0/75 questioning: Knowledge/Comprehension/Application</p> <p style="text-align: right;">Maître D': 2/75 Walkthrough data on</p>
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<p>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.</p>	<p>By June 2018, 100% of the teachers will implement in their reading, writing and math instruction purposeful student engagement strategies and pre-planned questions that represent the range of thinking, from comprehension to evaluation.</p>
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Walkthrough Data, Lesson plans, Grade Level Meeting Notes</p>

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	Jun-19	<p>Action: Teachers will select 3 - 4 student engagement strategies and protocols that will be incorporated into lessons. Responsible:</p> <p>Building Leaders</p> <p>Participants: Classroom teachers, Special education teachers and Reading teachers</p> <p>Frequency: Daily/Weekly/Monthly</p> <p>Intended Impact: To increase student engagement and active participation during class instruction</p>
Sep-18	Jun-19	<p>Action: Teachers will pre-plan and integrate higher level questions in lessons</p> <p>Responsible: Building Leaders</p> <p>Participants: Classroom teachers, Special education teachers, and Reading teachers</p> <p>Frequency: Weekly/Monthly Grade level meetings</p> <p>Intended Impact: Students will be able to construct meaning from text by responding to/asking questions in both verbal and written formats</p>



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:	January 16 - 18, 2018
B2. DTSDE Review Type:	District-led Visit

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>Feedback from the District-led Review: • The SSST shared that social skills have been taught to students by an outside consultant using the Second Step curriculum and this year through counselor-created and delivered lessons. Teachers observe these lessons; however, reinforcement of social skills is not consistently embedded throughout the day. This year the Family Services Counselor did not provide lessons to each classroom. It was up to the teacher to work with the Family Services Counselor for lessons. It is evident from the review that teachers did not understand her role. Our Family Services Counselor and the 8:1:1 Social Worker piloted Zones of Regulation in selected classrooms - Prekindergarten - Second grade. Additionally, PD has not been provided to teachers targeted to SEDH needs and strategies to support individual students. Professional Development will take place with the Zones of Engagement throughout the year and strategies for teachers to implement in their classrooms. Also feedback shared fr</p>
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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.	<p>By June , 2018, the PBIS team and other student support staff working with the school leaders will continue to develop and review a formalized, pro-active plan to establish the RtI social/emotional development health (SEDH) process in order to meet the SEDH needs of students that should include:</p> <ul style="list-style-type: none"> • Identification of the supports/strategies at Tiers 1, 2, and 3 • Identification of proactive strategies to support students who have a pattern of frequent behavioral infractions through the RtI process
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly Student Referral Data, Behavior RTI Plans

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.
Sep-18	Jun-19	<p>Action: In September, Zones of Regulation will be rolled out in all prekindergarten - second grade classrooms. This will be Tier 1 support for all students.</p> <p>Responsible: Family Services Counselor and 8:1:1 Social Worker</p> <p>Participants: Students, Teachers and Support Staff</p> <p>Frequency: 1x/week</p> <p>Intended Impact: Students will gain and understanding of how they can regulate their emotions and behaviors by using the Zones of Regulation. Teachers/Staff will be able to support students when they are experiencing challenging times during the day.</p>

Sep-18	Jun-19	<p>Action: In September, small group counseling sessions (4 to 6 students) will begin with students identified as Tier 2 at the end of the 2017-18 school year.</p> <p>Responsible: Building leaders and Family Services Counselor</p> <p>Participants: Students identified as Tier 2 throughout the school year (based on referral data).</p> <p>Frequency: 1x/wk</p> <p>Intended Impact: The Family Services Counselor will focus on areas of emotional/behavioral needs and provide strategies for the students and teachers to help them in the school setting. The number of referrals will decrease for Tier 2 students. RTI goal will be developed and monitored monthly.</p>
Sep-18	Jun-19	<p>Action: In September, small group counseling sessions (2 to 3 students) will begin with students identified as Tier 3 at the end of the 2017-18 school year.</p> <p>Responsible: Building leaders and Family Services Counselor</p> <p>Participants: Students identified as Tier 3 throughout the school year (based on referral data).</p> <p>Frequency: 2x/week</p> <p>Intended Impact: The Family Services Counselor will focus on areas of emotional/behavioral needs and provide strategies for the students and teachers to help them in the school setting. RTI goal will be developed and monitored monthly.</p>

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:	January 16 - 18, 2018
B2. DTSDE Review Type:	District-led Visit

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.	Feedback from District-Led Review: It was recommended that a committee be formed with different stakeholders: parents, Family Community Outreach Coordinator, staff to develop a plan including beliefs, SMART goals, opportunities and expected outcomes for school-parent and community engagement that will maximize student achievement. In March and April we held two meetings. Parents stated that they liked the beliefs and there wasn't too much more that could be done in the way of "breaking it down" Share beliefs on Class Dojo each month (example: videos). The parents did not appear to be interested in the work and wanted PFO. In the rationale, it stated the parents commented that communication wasn't always timely, so it was difficult to participate at the last minute. It also went on to say the Class Dojo does reach 90% of the families, but when other methods of communication are used (phone/email) responses are not prompt (timely) or consistent.
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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 2018, 100% of the teachers, school leaders and support staff will effectively communicate with parents in regards to class/school events and respond to parent calls/emails in a timely manner.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Communication logs, Class Dojo Views, Attendance at school events

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 a tool to monitor parent attendance at school events (academic, social, behavior, recognition ceremonies, events specific to teacher/grade level) Responsible: Building Leaders, Teachers and Support Staff, Family Community Outreach Coordinator Participants: Parents/Guardians Frequency: Weekly/Monthly Intended Impact: To monitor what events parents attend more frequently and are more successful in increasing parent participation
Sep-18	Jun-19	Action: Document/Respond to parent phone calls and emails within a reasonable time-frame Building Leaders, Teachers and Support Staff Parent/Guardians Intended Impact: To improve school/home communications <div style="float: right; text-align: right;"> Responsible: Participants: Frequency: Daily </div>

Sep-18	Jun-19	<p>Action: Notify parents in advance (2 weeks or more) of school/grade level events</p> <p>Responsible: Building Leaders, Family Community Outreach Coordinator, Teachers</p> <p>Participants: Parent/Guardians</p> <p>Frequency: Monthly</p> <p>Intended Impact: By notifying parents in advance, they will be able to make arrangements to attend school and grade level events</p>
Sep-18	Jun-19	<p>Action: Audit written communication that is being sent home to parents</p> <p>Responsible: Building Leaders, Family Community Outreach Coordinator, Grade Level Teams</p> <p>Participants: School Staff</p> <p>Frequency: Weekly/Monthly</p> <p>Intended Impact: Parents will be able to read and understand written communications (newsletters) that are being sent home</p>