

LEA Name:	
LEA BEDS Code:	
School Name:	

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name		Title	
Phone		Email	
Website for Published Plan			

**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.

### School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)

[illegible]

## 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 a 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 Capacit<sup>y</sup>
- ☐ Tenet 2: School Leader Practices and Decision<sup>s</sup>
- ☐ Tenet 3: Curriculum Development and Support
- ☐ Tenet 4: Teacher Practices and Decision<sup>s</sup>
- ☐ 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).

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- 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.

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In developing the **CURRENT YEAR'S** plan:

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

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

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

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

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

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

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

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

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

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## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>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.</b>	In order to ensure student instructional and social/emotional needs are met, the school leader must frequently visit classrooms, conducting informal walkthroughs and providing actionable feedback around targeted "look fors". According to the SPS, only 70.8% of staff indicated that occurred with regularity. According to the SVS, only 60.5% indicated that occurred with regularity. The school leader also lacked a feedback tool that worked consistently. As a result, there is a gap between the school leader's expectations for instruction and the structure needed to lead and support teachers regarding the implementation of targeted practices.
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<b>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.</b>	By May 2019, the school leader will assure the implementation of the 4 targeted instructional practices: unpacking learning targets, student engagement, higher order thinking skills, and differentiation, resulting in a 75% or higher composite "evident" rating for each of the "Look-fors."
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Walk-through Tool/Data, Actionable Feedback Survey

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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
Aug-18	Aug-18	A walk-through data collection tool will be researched/or developed to use for monthly classroom walk throughs intended to look at selected Look Fors (unpacked learning targets, student engagement, higher order thinking skills, and differentiation). <b>Responsible:</b> School Leader. <b>Participants:</b> School Leader. <b>Frequency:</b> One time (with revisions at a later date). <b>Look Different and Successful Implementation:</b> appropriate tool chosen/developed which aligns with desired instructional strategies
Aug-18	Aug-18	A feedback form will be selected to provide immediate, focused, actionable feedback to teachers after each walk-through visitation with regard to evidence of selected "look fors:" (unpacked learning targets, student engagement, higher order thinking skills, and differentiation.) <b>Responsible:</b> School Leader. <b>Frequency:</b> Once. <b>Participants:</b> Principal and SCEP Team. <b>Look Different and Successful Implementation:</b> a common format is selected to provide immediate, focused, actionable coaching feedback to teachers regarding the chosen "look fors."
Sep-18	Sep-18	Staff presentation regarding the feedback form. Presentation given by Leadership Team. <b>Responsible:</b> School Leader. <b>Participants:</b> All faculty and staff. <b>Frequency:</b> Once. <b>Look Different and Successful Implementation:</b> Staff will understand and be able to explain components of new walk through tool and "look fors" listed.

Sep-18	Sep-18	Create a schedule for walk-throughs (each walk-through visitation is approximately 10 to 15 minutes each). <b>Responsible:</b> School Leader. <b>Participants:</b> Building Leader. <b>Frequency:</b> One time. <b>Look Different and Successful Implementation:</b> Principal has a plan to observe all classrooms at least monthly.
Sep-18	Sep-18	Conduct a baseline walk-through using data collection walk-through tool, and give feedback within 1-2 days. <b>Responsible:</b> School Leader. <b>Frequency:</b> Once. <b>Participants:</b> All faculty and staff. <b>Look Different and Successful Implementation:</b> a baseline has been established for the presence of the "look fors" in the classrooms as evidenced by the walk-through tool.
Oct-18	Oct-18	Staff will receive PD on all "look fors" (expectations) found in the walk-through tool. <b>Responsible:</b> School Leader and SCEP Team. <b>Participants:</b> All staff. <b>Frequency:</b> Once or twice depending on staff need. <b>Look Different and Successful Implementation:</b> Teachers will be aware of requirements and expectations related to the walk-through observation tool as evidenced by the data collected using the walk-through tool.
Sep-18	Jun-18	Conduct monthly walk-throughs using walk-through tool to identify instructional teaching practices being used. Actionable Feedback (written or verbal) will be given to all staff after each walkthrough, within 1-2 days. <b>Responsible:</b> School Leader. <b>Frequency:</b> At least 1 monthly per teacher. <b>Participants:</b> All faculty and staff. <b>Look Different and Successful Implementation:</b> Teachers receive actionable feedback to make adjustments to lessons taught so that student performance and engagement improve/increase as evidenced by the data collected by the walk-through tool.
Sep-18	Jun-18	Collate and analyze walk-through data results on a monthly basis. <b>Responsible:</b> Building Leader and SCEP team. <b>Participants:</b> Building Leader and SCEP Team. <b>Frequency:</b> Monthly. <b>Look Different and Successful Implementation:</b> progress of staff in implementing "look fors:" (unpacked learning targets, student engagement, higher order thinking skills, and differentiation) as evidenced by the monthly data results
Sep-18	Jun-18	Share whole school walkthrough tool results with staff at faculty meetings. Identify results, challenges, and successes. <b>Responsible:</b> School Leader and SCEP Team. <b>Participants:</b> All faculty and staff. <b>Frequency:</b> Monthly <b>Look Different and Successful Implementation:</b> school shares feedback on effectiveness and growth toward goal to improve instruction as evidenced by the data collected by the walk-through tool.
Sep-18	Jun-18	Provide staff with additional professional development and coaching on all areas identified as in "partially evident" or "not evident" during walk-through observations. <b>Responsible:</b> School Leader, SCEP team. <b>Participants:</b> All staff; <b>Frequency:</b> On-going depending on staff need. <b>Look Different and Successful Implementation:</b> Teachers will be provided with ongoing professional development opportunities that build their understanding of "look fors" as evidenced by walk-through data improvement
Nov-18	Jun-18	Survey teachers on the effectiveness of the actionable feedback provided based on the walk-through tool. <b>Responsible:</b> SCEP Team <b>Participants:</b> All faculty and staff. <b>Frequency:</b> Quarterly. <b>Look Different and Successful Implementation:</b> A means to measure the impact of the feedback and professional development had on teacher's practices as evidenced by the survey results and the walk through data.

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>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.</b>	In order to assure that curricula, lesson plans, and assessments are modified for identified subgroups, we have found that there is inconsistency in actively examining data and planning accordingly. Grade level meeting agendas indicated that although all K-6 teachers review student data in team meetings for grouping and interventions, this information is not indicated in lesson plans or evident during visitations. The School Performance Scan survey indicated 78.3% of teachers actively use data to differentiate instruction, however, walkthrough data indicated that only 17.5% of visitations had evidence of differentiated instruction. As a result, there is a gap in the understanding of the use of data analysis and determining the implications for instructional planning and differentiation.
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<b>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.</b>	By November 2018, during team meetings, 100% of teacher' planning documents will reflect differentiation strategies in connection with data to drive student achievement. By June 2019, all professional staff will consistently utilize a Data Driven Instructional planning protocol.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Grade Level Team Planning documents, individual planning documents, walkthrough data, START referrals

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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
Sep-18	Sep-18	Presentation to staff at Opening Meeting highlighting the expectations of the structure and content. <b>Responsible:</b> School Leader <b>Frequency:</b> 1 time <b>Participants:</b> All faculty and staff <b>Look Different and Successful Implementation:</b> All teachers have a common understanding of the expectations of team planning time.
Oct-18	Oct-18	Schedule grade level/team/department meetings to review DDI and reivew planning protocols. <b>Responsible:</b> School Leader. <b>Frequency:</b> One meeting per team (seven meetings total.) <b>Participants:</b> All faculty and staff. <b>Look Different and Successful Implementation:</b> Teams will have the opportunity to select the protocol that best fits their students' needs.
Oct-18	Oct-18	Within one week of the meeting where data protocols are presented, teams will select which protocol they will use and report to the building leader. <b>Responsible:</b> All faculty and staff. <b>Frequency:</b> One time. <b>Participants:</b> All faculty and staff. <b>Look Different and Successful Implementation:</b> Teams will have discussed and decided upon the protocol that best fits the needs of their students.
Oct-18	Nov-18	Provide staff development review on the process of Data Driven Instruction and differentiated instruction. <b>Responsible:</b> Leadership Team, Coaches. <b>Participants:</b> Coaches, Grade Level Teams. <b>Frequency:</b> 1X per Month. <b>Look Different and Successful Implementation:</b> Deepen the understanding of how to differentiate instruction and successfully use data to meet the needs, interests, and abilities of all students and subgroups



Oct-18	Nov-18	Teams meet, use data protocol, and report out data-informed interventions. <b>Responsible:</b> All faculty and staff. <b>Frequency:</b> Biweekly. <b>Participants:</b> All faculty and staff. <b>Look Different and Successful Implementation:</b> use of data protocols and determination of interventions to support student success.
Oct-18	Jun-18	Teams meet - using START data and classroom grades to identify the academic outcome of the interventions used. <b>Responsible:</b> All faculty and staff. <b>Frequency:</b> Biweekly. <b>Participants:</b> All faculty and staff. <b>Look Different and Successful Implementation:</b> determination of student success growth as a result of data protocols
Nov-18	Jun-18	Grade level teams meet with Principal to review progress of teams and goals set using data protocol. <b>Responsible:</b> Principal. <b>Participants:</b> grade level teams ; <b>Frequency:</b> monthly <b>Look Different and Successful Implementation:</b> meeting minutes show effective use of protocols to assure that protocol is being used to determine interventions
Oct-18	Jun-18	School leader will conduct weekly walkthroughs for evidence of DDI. Responsible: Principal. Participants: teachers and support staff. Frequency: biweekly. Look Different and Successful Implementation: walkthrough data shows DDI for all students.

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>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.</b>	#NAME?
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<b>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.</b>	By May of 2019, 90% of teachers will be observed utilizing effective instructional practices , such as unpacking learning targets, higher order thinking skills, engagement strategies, and differentiation in their daily instructional practices in order to actively engage students in their learning, as evidenced by the classroom walk-through tool data.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Walk-through tool / data

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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	Sep-18	Review the walkthrough tool with the teachers. <b>Responsible:</b> Building Leader. <b>Participants:</b> All faculty and staff. <b>Frequency:</b> One time <b>Look Different and Successful Implementation:</b> the Walkthrough tool will have been review to address identified instructional strategies
Oct-18	May-18	Provide staff with additional professional development and coaching on all areas identified as partially evident or not evident during walk through observations. <b>Responsible:</b> Building Leader. <b>Participants:</b> All faculty and staff. <b>Frequency:</b> At least quarterly, possibly more depending on staff needs. <b>Look Different and Successful Implementation:</b> Teachers will have been provided with professional development opportunities which build their understanding and implementation of "look fors" as evidenced by sign-in sheets and the walkthrough tool.
Sep-18	Jun-18	Staff will implement the instructional "look fors" in their daily practice. <b>Responsible:</b> Teachers. <b>Participants:</b> Teachers. <b>Frequency:</b> Daily. <b>Look Different and Successful Implementation:</b> teachers and lessons will actively engage students in rigorous learning which will allow students to have a clear understanding of their learning expectations and the ability to self reflect on their own success in the classroom as evidenced by walkthrough tool

Sep-18	Jun-18	Monitor "look fors" (unpacking learning targets, higher order thinking skills, engagement strategies, and differentiation) through walk-throughs and provide immediate feedback with teachers. <b>Responsible</b> : Building Leader <b>Participants</b> : Administrator and Teachers <b>Frequency</b> : Every teacher will have feedback at least once every four weeks. <b>Look Different and Successful Implementation</b> : Increased teacher practices in the "look fors" as evidenced by the walk-through tool to lead to higher student engagement in the classroom and to improve student achievement.
Ocotber 2018	Jun-18	Share walk through data with staff to celebrate successes and determine future needs. <b>Responsible</b> : Building Leader. <b>Participants</b> : All faculty and staff <b>Frequency</b> : monthly at faculty meetings <b>Look Different and Successful Implementation</b> : the use of specific strategies will be monitored and feedback provided to create ownership and deepen the proficiency and understanding of the "look fors:" learning targets, higher order thinking skills, engagement strategies, and differentiation.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>		<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<b>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.</b>		Our SPS survey indicated that we lack an effective system for developing and building student social-emotional health (58.3%). The survey also indicates only 39.1% feel student behavior does not interfere with instruction. In addition, staff indicated that there is a lack of a formalized system (including communication) to implement Student Services and the START process effectively. The school has multiple forms for referral; however, the initiation of a referral tends to be reactive instead of proactive. Both staff and parents are unaware of the processes and protocols for referral. The SPS also indicated that the school is in need of definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties (43.5%). Additionally, while START meets regularly, not all team members are present. As a result, there is a gap in the understanding and use of SEDH supports to address the needs of all students.
<b>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.</b>		By October 2018, the school will refine and implement a plan to provide key supports for students to remove barriers to learning, as evidenced by a 30% increase in the percent of teachers who indicate that "We have an effective system for developing and building student social-emotional health," as well as "Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties", and maintain or increase higher academic achievement measured by quarterly grades, assessment growth trends and the number of student referrals.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		START/counselor referrals, counselor data reports, behavioral data reports, school psychologist data reports
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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	Sep-18	At September faculty meeting, teachers will work in cooperative groups to unpack the following SPS statement: The school is in need of definitive procedures for students who are chronic offenders and/or experiencing on-going difficulties (43.5%)
Sep-18	Sep-18	With SCEP team, review results and quantify data to address specific need(s) that became evident.
Sep-18	Sep-18	Meet with START to review data. <b>Responsible:</b> START. <b>Participants:</b> START. <b>Frequency:</b> Once. <b>Look Different and Successful Implementation:</b> determine if there is a need to make any further revisions of the START procedures based on survey feedback to improve the effectiveness of the START as evidenced by survey data.
Sep-18	Sep-18	Refine process/procedures based on survey feedback about START process, meeting structure, interventions, data tracking, communication, and student outcomes. <b>Responsible:</b> START. <b>Participants:</b> START. <b>Frequency:</b> Once. <b>Look Different and Successful Implementation:</b> The START process will be improved/revised as an effective means to remove barriers to learning.
Oct-18	Oct-18	Present findings of the survey and hold meeting to review and clarify the START procedures. <b>Responsible:</b> START. <b>Participants:</b> All faculty and staff. <b>Look Different and Successful Implementation:</b> increase the awareness and understanding of the START procedures as evidenced by survey data

Oct-18	May-18	Staff will implement the process by using and tracking interventions to consistently refer students to START based on referral criteria. <b>Responsible:</b> START. <b>Participants:</b> All faculty and staff. <b>Frequency:</b> weekly at team meetings. <b>Look Different and Successful Implementation:</b> All staff will use the appropriate process to remove barriers that affect student learning
Nov-18	Jun-18	Monitor the use of the START process. <b>Responsible:</b> Building Leader. <b>Participants:</b> All faculty and staff. <b>Frequency:</b> Monthly. <b>Look Different and Successful Implementation:</b> teams understand and use the START process
		START team will monitor students data to measure the effectiveness of SSS process and interventions <b>Responsible:</b> Team teachers <b>Participants:</b> all team teachers <b>Frequency:</b> biweekly <b>Look Different and Successful Implementation:</b> improved academic performance of students with START referrals as evidenced by quarterly grades.

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>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.</b>	The school team has realized that in order to provide supports to ensure academic achievement and social emotional growth, we need to ensure that reciprocal communication is established between home and school. In the SPS survey, only 57.1% of teachers feel we help families prepare students for life challenges. In addition, only 60.9% feel we are able to help families set high expectations for their children, with 56.5% stating we provide programs so that families can help their children at home. In the SVS, only 65.1% of families go to school events and conferences and only 66% say teachers send notes home or call families. The school, therefore, has not engaged in reciprocal communication with families so that student strength and needs are identified and used to augment learning. As a result, we need to find different communication tools to actively engage parents in discussion regarding their child to close this gap.
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<b>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.</b>	By December 2017, 80% of grade level teachers will agree upon and use the technology tool or tools they wish to implement this year to build strong reciprocal communication with parents and improving family relationships between home and school for all subgroups.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Participation in District/School Surveys, digital communication logs Responsible: SCEP Team Participants: All faculty, staff and parents. Frequency: once. Look Different and Successful Implementation: create two way communication between the school and parents as evidenced by the research.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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	Sep-18	Research and implement digital tools for reciprocal parent communication. <b>Responsible:</b> SCEP Team <b>Participants:</b> All faculty, staff and parents. <b>Frequency:</b> once. <b>Look Different and Successful Implementation:</b> create two way communication between the school and parents as evidenced by the research.
Sep-18	Sep-18	Notify building administrator of digital tool to be utilized. <b>Responsible:</b> Teachers <b>Participants:</b> All faculty, staff and parents. <b>Frequency:</b> once <b>Look Different and Successful Implementation:</b> Teachers and families will have ongoing dialogue regarding student needs, abilities, achievement and school interactions.
Jan-18	Jan-18	Review effectiveness of chosen tool(s) mid- year. Discuss the successes and difficulties of the different digital tools. <b>Responsible:</b> All faculty and staff. <b>Participants:</b> All faculty and staff. <b>Frequency:</b> Once at a faculty meeting. <b>Look Different and Successful Implementation:</b> Faculty will learn about the digital tools available and engage in collaborative conversations to increase use of the tools to foster reciprocal communication as evidenced by the frequency of use of the tools.
Oct-18	Jun-18	Discuss the successes and difficulties of the different digital tools. <b>Responsible:</b> All faculty and staff. <b>Participants:</b> All faculty and staff. <b>Frequency:</b> Monthly at team meetings. <b>Look Different and Successful Implementation:</b> Faculty will engage in collaborative conversations about the use of the tools to foster increased reciprocal communication as evidenced by the frequency of use of the tools.
