

LEA Name:	Auburn Enlarged City School District
LEA BEDS Code:	050100010002
School Name:	Casey Park Elementary School

2018-2019 School Comprehensive Education Plan (SCEP)

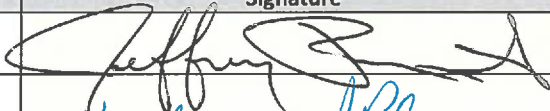

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Website for Published Plan	www.aecsd.education		

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		Jeffrey Pirozzolo	7/31/2018
President, B.O.E. / Chancellor or Chancellor's Designee		Kathleen Rhodes	7/31/2018

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 years 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").

- | | |
|-------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|-------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|--------------------------|------------------------------------------------|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |

- | | |
|-------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input checked="" type="checkbox"/> | 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).

Staff utilization of Google Classroom and Google Docs increased significantly as a result of last year's plan. All faculty meetings, forms, and surveys were completed via Google Classroom. Additionally, parent engagement increased as a result of utilizing parents' identified preferred method of communication. Correspondence regarding school activities, events, important information, and news was sent electronically.

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

Grade level data facilitators utilized Google form for grouping students based on identified skill needs. Some revisions to the document resulted in increased utilization. The document was used to create upcoming class lists in order to inform new teachers of students strengths and skills needing to be addressed. This document will continue to be utilized during Data Inquiry Team meetings throughout this year. Impact will be consistent utilization of the form resulting in increased student achievement through addressing skill deficits identified by data.

In developing the CURRENT YEAR'S plan:

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

Increasing communication and collaboration between staff members, administration and families in order to support effective instructional and behavioral strategies, supports, and practices.

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

Needs for increased communication between staff members regarding instructional and behavioral strategies and practices using both technological and face-to-face strategies.

- 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.

Mission: Committed to every student - as a building all of our identified needs align with focusing on the whole child. We are committed to working with all stakeholders and utilizing resources in order to meet the needs of every student and family while enhancing teacher knowledge.

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

2% decrease in urgent intervention students on STAR Math

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

Staff meetings, committee meetings, and grade level/department meetings will be designed to incorporate and encourage open communication and collaboration in order to make sure implementation of mission/guiding principles occurs.

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

Staff resistance to utilizing technology as a mode of communication between teams. Staff resistance to collaborating and sharing ideas with team members and staff members. Time for implementing, monitoring and continuing professional development initiatives.

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

Professional development incorporating collaborative strategies will be provided at each faculty meeting in order to increase communication and collaboration amongst staff members. Professional development to support technological components for sharing ideas, activities, etc. will be produced during staff meetings and through professional development opportunities offered by the district. Instructional and behavioral strategies and practices will be provided during committee meetings, staff meetings, and grade level meetings by data leaders, administration, and directors throughout the year.

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

CPTO meetings, Parent Engagement Committee, Newsletters, School Messenger, Family Event nights

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

The plan will be posted to the District's website, provided to the Curriculum Council, discussed at staff meetings, grade level, and committee meetings. The plan will be discussed at CPTO meetings.

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)
4/5/18, 5/3/18, 6/7/18	Library (Faculty Meetings)	6/5/18, 6/7/18, 6/12/18, 6/13/18, 6/14/18	Conference Room (DIT)
4/18/18, 5/23/18	Conference Room (PBIS)		
3/20/18, 4/17/18, 5/9/18	Conference Room (Parent Engagement)		
3/7/18, 7/2/18	Conference Room (SCEP)		
3/26/18	Conference Room (SCEP)		

[illegible]

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:		2017-2018
B2. DTSDE Review Type:		District-led review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on last year's DTSDE recommendations, the school needs to design and model team building, communication and group member strategies for all staff to positively address communication and collaboration amongst all teams.
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, 30, 2019 100% of Casey Park School Staff will engage in productive verbal conversations utilizing collaborative group strategies in order to increase communication with grade level / department teams, and committees as evidenced by an increase in positive responses on staff surveys, staff meeting agendas, and Google Team/Classroom announcements.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		teacher attendance at faculty meetings, teacher attendance at grade level and committee meetings, Google Drive folder shares, Google Classroom announcements/assignments
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.
7/30/18	6/20/19	Activity: Create and share Team Drive including collaborative strategies Person(s) Responsible: school building leaders Who will Participate: all staff How Often: Created and shared during the summer Impact: Increase teacher access to collaborative and team strategies
9/5/18	10/5/18	Activity: Develop and complete survey to assess current levels of communication and collaboration amongst staff Person(s) Responsible: school building leaders Who will Participate: all staff How Often: September Faculty Meeting Impact: Assess where all staff identify needs for increased collaboration and communication in order to plan PD and next steps.

9/5/18	10/5/18	Activity: Establish Norms of Collaboration and develop working agreements for staff Person(s) Responsible: school building leaders Who will Participate: all staff How Often: During September Faculty meeting Impact: Support staff with utilization of norms in order to increase meeting effectiveness
9/5/18	6/30/19	Activity: Utilize and model collaborative strategies at Faculty meetings in order to increase staff collaboration and communication. Person(s) Responsible: school building leaders Who will Participate: all staff How Often: During all Faculty meetings Impact: Increase teacher communication and collaboration
11/5/18	6/5/19	Activity: Complete survey to assess current levels of communication and collaboration amongst staff Person(s) Responsible: school building leaders Who will Participate: all staff How Often: May Faculty Meeting Impact: Assess staff identified improvements and continued needs for collaboration and communication in order to plan for next year.
1/5/19	2/5/19	Activity: Complete survey to assess current levels of communication and collaboration amongst staff Person(s) Responsible: school building leaders Who will Participate: all staff How Often: January Faculty Meeting Impact: Assess staff identified improvements and adjustments needed to further increase collaboration and communication in order to continue planning PD and next steps.
9/5/18	6/30/19	Activity: Creation, utilization and revision of Collaborative Strategies folder containing resources, materials, and information pertaining to Adaptive Schools strategies in order to provide ongoing information for staff pertaining to collaborative and team strategies, and practices. Person(s) Responsible: school building leaders Who will Participate: Leadership team will create and maintain the folder. Staff will access and utilize the documents within the folder. How Often: monthly revisions of the folder Impact: Increase staff utilization of collaborative resources, materials, and information throughout implementation.
10/5/18	5/30/19	Activity: Monitor data monthly of number of Google Drive/Classroom opened, participants joined, number of entries Person(s) Responsible: school building leaders Who will Participate: all staff How Often: Monthly Impact: Assess how many and where staff are accessing information
11/5/18	6/5/19	Activity: Utilize and model collaborative strategies at grade level meetings in order to increase staff collaboration and communication. Person(s) Responsible: school building leaders Who will Participate: all staff How Often: During bi-monthly grade level meetings Impact: Increase teacher communication and collaboration during grade level meetings
5/5/19	6/5/19	Activity: Complete survey to assess current levels of communication and collaboration amongst staff Person(s) Responsible: school building leaders Who will Participate: all staff How Often: May Faculty Meeting Impact: Assess staff identified improvements and continued needs for collaboration and communication in order to plan for next year.

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:		2017-2018
B2. DTSDE Review Type:		District-led review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on last year's DTSDE review, there was a lack of communication and collaboration amongst teams within the building. The building needs to design, model, and implement collaborative and team building strategies, which will allow staff to share strategies and ideas regarding curriculum. Staff need to be provided opportunities to utilize those strategies as measured by participation in grade level and faculty meetings.
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 30, 2019, 100% of teachers will utilize Google Drive/Docs in order to communicate and collaborate regarding Math concepts and strategies geared toward enhancing student learning and addressing skill deficits as evidenced by the number of resources contained in the Google Drive and informal walk through data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Quarterly informal walkthrough data, accessible Google Docs folders, teacher participation in grade level math conversations, collaboration with math coach, participation in monthly faculty meetings
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.
9/5/18	10/5/18	Activity: Develop and complete math curriculum survey to assess needs and interests. Person(s) Responsible: school building leaders, District Math coach Who will Participate: all staff How Often: October Faculty Meeting Impact: Assess where all staff identify needs for increased collaboration and communication in order to plan PD and next steps.
10/5/18	6/30/19	Activity: Provide ongoing PD/coaching based on needs identified within survey Person(s) Responsible: District Math coach and District Director of Instruction Who will Participate: K-6 instructional staff How Often: quarterly Impact: Increased teacher knowledge and utilization of new math standards, components of math curriculum and assessment tools

10/5/18	12/5/18	Activity: Create and share Team Drive for math resources at each grade level Person(s) Responsible: school building leaders, District math coach Who will Participate: all staff How Often: once Impact: Increase teacher access to math resources and strategies
11/5/18	6/30/19	Activity: Faculty & team level meeting discussion, sharing and collaboration on creation of math resource folders Person(s) Responsible: Instructional staff and school leaders Who will Participate: Instructional staff and school leaders How Often: During monthly faculty meetings Impact: Increased discussion, sharing, and collaboration regarding math standards and integration into cross-grade level activities
11/5/18	6/30/18	Activity: Develop walk through tool Person(s) Responsible: District Math coach, school leaders Who will Participate: K-6 Instructional staff How Often: once Impact: Utilize tool to monitor math implementation in all classrooms.
11/5/18	11/30/18	Activity: Complete first walk through of all classrooms Person(s) Responsible: District Math coach, school leaders Who will Participate: K-6 instructional staff How Often: 1 time per classroom Impact: Identify baseline data for math curriculum implementation
12/5/18	12/30/18	Activity: Review baseline data from walk through and provide PD and resources related to results Person(s) Responsible: District Math coach, school leaders Who will Participate: K-6 instructional staff, District math coach How Often: During December Faculty meeting Impact: Teachers will be provided data to determine action steps continued implementation of resources, skills, and strategies.
2/5/19	2/30/19	Activity: Complete second walk through of all classrooms Person(s) Responsible: District Math coach, school leaders Who will Participate: K-6 instructional staff How Often: 1 time per classroom Impact: Monitor progress of for math curriculum, resources, skills, and strategies implementation.
3/1/19	3/30/19	Activity: Meet with SCEP Team to review progress and next steps Person(s) Responsible: school leaders Who will Participate: SCEP team How Often: once Impact: Monitor progress and develop next steps to support teachers
3/5/19	5/31/19	Activity: Host a school-wide math night, which will highlight portions of K-6 math curriculum being utilized and student generated projects Person(s) Responsible: Instructional Staff and school leaders Who will Participate: Students, Families, Instructional Staff, School Leaders How Often: Once during Spring Impact: Increased communication and engagement of school and families and modeling of curriculum
4/5/19	5/5/19	Activity: Complete final walk through of all classrooms Person(s) Responsible: District Math coach, school leaders Who will Participate: K-6 instructional staff How Often: 1 time per classroom Impact: Monitor progress of for math curriculum, resources, skills, and strategies implementation.

6/1/19	6/30/19	<p>Activity: Review data from walk through and plan for future PD</p> <p>Person(s) Responsible: District Math coach, school leaders</p> <p>Who will Participate: K-6 instructional staff, District math coach</p> <p>How Often: During June Faculty meeting</p> <p>Impact: Teachers will be provided data to determine utilization of skills, strategies, and resource implementation and will identify next steps for future PD.</p>
9/4/18	6/30/19	<p>Activity: Provide parent information and resources highlighting math curriculum being addressed and strategies for assisting student at home</p> <p>Person(s) Responsible: Grade level teams, District Math coach</p> <p>Who will Participate: Students, Families, Instructional Staff, School Leaders</p> <p>How Often: Monthly</p> <p>Impact: Increased collaboration within grade level teams and increased engagement of families with math curriculum</p>

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:		2017-2018
B2. DTSDE Review Type:		District-led review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on last year's DTSDE recommendations the school has inconsistently provided information and strategies pertaining to Specially Designed Instruction. The building needs to provide opportunities for professional development and application of SDI strategies.
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 30, 2019 100% of teachers and support staff will incorporate Specially Designed Instruction in order to implement a multi-modality teaching approach, resulting in high quality instruction and increased student achievement, as evidenced by teacher participation in DIT meetings, co-planning meetings, and the creation and walkthrough checklist.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		DIT meetings Google Doc, teacher attendance at SDI focused professional development, grade level agendas, and SDI walkthrough 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.
9/5/18	10/5/18	Activity: Develop and complete Specially Designed Instruction survey to assess needs and interests. Person(s) Responsible: school building leaders, Special Education Director Who will Participate: all staff How Often: September Faculty Meeting Impact: Assess where all staff identify needs in terms of SDI in order to plan PD and next steps.

10/5/18	6/30/19	Activity: Provide ongoing PD/coaching based on needs identified within survey Person(s) Responsible: Director of Special Education, school leaders Who will Participate: K-6 instructional staff How Often: quarterly Impact: Increased teacher knowledge and utilization of SDI
10/5/18	12/5/18	Activity: Create and share Team Drive for Specially Designed Instruction resources Person(s) Responsible: school building leaders, Director of Special Education Who will Participate: all staff How Often: updated throughout the year Impact: Increase teacher access to Specially Designed Instruction resources
11/5/18	6/30/19	Activity: Faculty & team level meeting discussion, sharing and collaboration on creation of SDI resource Google Drive Person(s) Responsible: School leaders, Director of Special Education Who will Participate: K-6 Instructional staff How Often: During monthly faculty meetings Impact: Increased discussion, sharing, and collaboration regarding SDI
11/5/18	6/30/18	Activity: Develop Specially Designed Instruction walk through tool Person(s) Responsible: School leaders, Director of Special Education Who will Participate: K-6 instructional staff How Often: once Impact: Utilize tool to monitor SDI in all classrooms.
11/5/18	11/30/18	Activity: Complete first walk through of all classrooms in order to provide teachers feedback, monitor SDI fidelity and instructional best practices. Person(s) Responsible: school leaders, Director of Special Education Who will Participate: K-6 instructional staff How Often: 1 time per classroom Impact: Identify baseline data SDI implementation
12/5/18	12/30/18	Activity: Review baseline data from walk through and provide PD and resources related to results Person(s) Responsible: school leaders, Director of Special Education Who will Participate: K-6 instructional staff How Often: During December Faculty meeting Impact: Teachers will be provided data to determine action steps continued implementation of SDI.
2/5/19	2/30/19	Activity: Complete second walk through of all classrooms in order to provide teachers feedback, monitor SDI fidelity and instructional best practices. Person(s) Responsible: school leaders, Director of Special Education Who will Participate: K-6 instructional staff How Often: 1 time per classroom Impact: Monitor progress of SDI implementation.
3/1/19	3/30/19	Activity: Meet with SCEP Team to review progress and next steps Person(s) Responsible: school leaders Who will Participate: SCEP team How Often: once Impact: Monitor progress and develop next steps to support teachers

4/5/19	5/5/19	<p>Activity: Complete final walk through of all classrooms in order to provide teachers feedback, monitor SDI fidelity and instructional best practices.</p> <p>Person(s) Responsible: school leaders, Director of Special Education</p> <p>Who will Participate: K-6 instructional staff</p> <p>How Often: 1 time per classroom</p> <p>Impact: Monitor progress of SDI implementation.</p>
6/1/19	6/30/19	<p>Activity: Review data from walk through and plan for future PD</p> <p>Person(s) Responsible: school leaders, Director of Special Education</p> <p>Who will Participate: K-6 instructional staff</p> <p>How Often: During June Faculty meeting</p> <p>Impact: Teachers will be provided data of SDI implementation and will identify next steps for future PD.</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:		2017-2018
B2. DTSDE Review Type:		District-led review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on last year's DTSDE recommendations the school needs to fully adopt a continuum of response plan to positively address and support the behavioral and mental health needs of our students.
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 30, 2019, 100% of school staff will utilize a continuum of response document outlining classroom-managed versus response-team managed student behaviors while considering location, duration, frequency, and impact of mitigating factors that will include consequences and steps for communication between all stakeholders in order to support students' behavioral and mental health needs as evidenced by a 5% decrease in minor and major discipline referrals.
<u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u>		PBIS created continuum of response document, PBIS data (minor vs. major), student reflection sheets, BIC log
<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date:</u> Identify the projected end date for each activity.	<u>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.</u>
9/4/18	11/4/2018	Activity: The PBIS committee will design and disseminate a continuum of response document Person(s) Responsible: PBIS team and building leaders Who will Participate: All classroom teachers and response team How Often: 1-2 times per month at PBIS meeting until completed Impact: Staff will have a clear understanding of major vs. minor behavior and continuum of response.
9/4/18	11/4/2018	Activity: Creation of reflection sheets scaffolded for grade levels Person(s) Responsible: school leaders, social worker, psychologist, PBIS team Who will Participate: All staff How Often: Daily Impact: Student will reflect and demonstrate a clear understanding of choices made.

9/4/18	10/5/18	Activity: Creation of "Be In Control" room Person(s) Responsible: School Building Leaders, social worker, psychologist Who will Participate: School Building leaders, teachers How Often: once Impact: Increase in support for teachers requiring assistance with students in need of de-escalation
9/4/18	10/5/18	Activity: Development of expectations and procedures for BIC room Person(s) Responsible: School Building Leaders, social worker, psychologist Who will Participate: School Building leaders, social worker, psychologist How Often: once Impact: Staff will have clear expectations for procedures and how BIC room will be utilized.
9/4/18	10/5/18	Activity: Share expectations and procedures for BIC room at faculty meeting Person(s) Responsible: School Building Leaders, social worker, psychologist Who will Participate: School Building leaders, teachers, social worker, psychologist How Often: once Impact: Ensure staff understanding of how BIC room will be utilized by staff and students
9/4/18	6/30/19	Activity: Utilization of Be in Control Room Person(s) Responsible: School Building Leaders, staff, social worker, psychologist Who will Participate: School Building leaders, teachers, student, social worker, psychologist How Often: ongoing Impact: Increase in support for students requiring de-escalation
9/4/18	6/30/19	Activity: Creation and utilization of Be In Control Room Log Person(s) Responsible: School leadership team Who will Participate: School leadership team, teachers How Often: ongoing Impact: Increase in data collection informing staff of time and frequency of students in Be in Control Room
9/4/2018	9/30/2018	Activity: Template for student calming plan and procedures will be developed Person(s) Responsible: Teachers, Principal Who will participate: Principal, Director of Early Learning, Teachers, School Psychologist, social worker, PBIS team member How often: 1 meeting Impact: Clear understanding of support for students
9/4/2018	6/30/2019	Activity: Individual student planning meetings Person(s) Responsible: Psychologist, Principal, Social Worker Who will participate: Psychologist, Principal, Teachers, School Social Worker How often: meetings as needed Impact: Individual student meetings to occur to review the tools and interventions to ensure appropriate supports for students
9/4/2018	6/30/2019	Activity: PBIS team evaluate discipline data Person(s) Responsible: Principal Who will participate: Teachers How often: monthly Impact: Monitoring of implemented process
9/4/2018	6/30/2019	Activity: Professional development opportunities provided on de-escalation techniques with students Person(s) Responsible: Principal, social worker, psychologist Who will participate: Teachers How often: ongoing Impact: Provide staff support and tools to use with their students

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:		2017-2018
B2. DTSDE Review Type:		District-led review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		Based on last year's DTSDE recommendations and an identified gap as evidenced by teacher reporting and data gathered from attendance at school functions including: parent/teacher conferences and attendance at school events the school needs to develop face-to-face and phone communications with families in order to promote genuine and trusting school community partnerships.
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 30, 2019, 100% of school staff will utilize face-to-face or phone communication in order to promote genuine, trusting school community partnerships, as evidenced by a 5% increase in attendance at school events.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		parent attendance at school events, parent participation in school surveys, parent attendance at parent/teacher conferences
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.
9/5/18	10/5/18	Activity: Create, disseminate, and collect teacher survey regarding current communication with families Person(s) Responsible: school building leaders Who will Participate: Teachers How Often: once Impact: Alignment of effective communication practices teachers and families
9/5/18	10/5/18	Activity: Create grade level weekly home communication sheets Person(s) Responsible: teachers Who will Participate: teachers, students, parents, families How Often: weekly Impact: Elicit weekly two way communication between parents, families, and teachers

9/5/18	10/5/18	<p>Activity: Present and disseminate grade level weekly home communication sheets at Faculty meeting</p> <p>Person(s) Responsible: teachers</p> <p>Who will Participate: teachers, students, parents, families</p> <p>How Often: once</p> <p>Impact: Elicit weekly two way communication between parents, families, and teachers</p>
10/4/18	10/31/18	<p>Activity: Provide PD for effective face-to-face and phone communication with families</p> <p>Person(s) Responsible: school leaders and teachers</p> <p>Who will Participate: teachers</p> <p>How Often: once</p> <p>Impact: Increase teacher and school leader awareness of parent participation</p>
9/5/18	6/30/18	<p>Activity: Provide parents communication strategies regarding how to initiate conversations with teachers</p> <p>Person(s) Responsible: school leadership team and teachers</p> <p>Who will Participate: parents, families, teachers, school leadership team</p> <p>How Often: monthly</p> <p>Impact: Elicit two-way communication between parents, families and teachers in order to establish effective and open partnerships</p>
9/5/18	6/30/19	<p>Activity: Conduct home visits</p> <p>Person(s) Responsible: school building leaders</p> <p>Who will Participate: school building leaders</p> <p>How Often: ongoing</p> <p>Impact: Increase two way face-to-face communication between school leadership team and families in order to establish genuine trusting relationships</p>
9/5/18	6/30/19	<p>Activity: Create and collect attendance logs for school-wide events</p> <p>Person(s) Responsible: school leaders and teachers</p> <p>Who will Participate: teachers</p> <p>How Often: during each school-wide event</p> <p>Impact: Increase teacher and school leader awareness of parent participation</p>