

LEA Name:	Auburn Enlarged City School District
LEA BEDS Code:	050100010007
School Name:	Owasco Elementary School

**ENTER DATA INTO ALL YELLOW CELLS.**

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



Contact Name	Abigail Adams-Snell	Title	Principal
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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			
President, B.O.E. / Chancellor or Chancellor's Designee		Kathleen I. 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.

**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)
May 15, 2018	Library (PBIS)	July 10th, 2018	Conference Room (SCEP Team)
June 7, 2018	Library (Faculty meeting)		
June 28, 2018	Library (Faculty meeting)		
June 1,5,11 & 13, 2018	Conference Room (DIT meetings)		
July 10, 2018	Conference Room (SCEP Team)		

Name	Title / Organization	Signature
Brandi Bouley	Kindergarten Teacher	
Tracy Barbuto	Special Education Teacher	
Sara Stoker	1st Grade Teacher	
Kathryn Germinara	6th Grade Teacher	
Heather Smith	Parent	
MariBeth Delaney	District Behavior Specialist	
Abigail Adams-Snell	Building Principal	
Michelle Kolceski	Director of Early Learning	

## 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).

Staff usage of electronic communication with families to engage families with the school that had not previously been engaged.

- 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.

PBIS expectations as a building initiative in the hallway. Showed staff how effect the PBIS model can be when everyone is consistent with implementation.

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

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

The use of technology/digital mediums for communication (building and families), planning (Rtl) and classroom instruction

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

Needs for increase in communicaton during instruction and about individual student plans.

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

Our vision as the Owasco school community is to inspire a passion for learning. We will create a learning environment where everyone shows kindness, responsibility and safety. Today, tomorrow and into the future Owasco Owls will possess the knowledge and skills to become problem solvers and lifelong learners. At Owasco Elementary we will build positive relationships between community members, parents, staff and students. In order to meet this vision we must continually review and improve our communication plans.

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

2% decrease in urgent/intensive students on STAR Reading and DIBELS

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

Staff committees and meetings will be designed to encourage open lines of communication to ensure focus on the goals developed.

- 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 the use of technology. Staff resistance to parent involvement with the classroom outside of parties/activities. Time for the monitoring of all initiatives and professional development.

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

Google applications PD will occur during all building level meetings to help model as well as provide time for staff to interact with different applications. This will be done by grade level leaders as well as district administrators.

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

Remind, School messenger, Newsletters, Site Based Committee, OPT meetings.

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

It will be on the district website, provided to the curriculum council, discussed at grade level meetings, and presented/work on at faculty meeting. Be discussed with parents at Site Based and OPT meetings.

**Tenet 2: School Leader Practices and Decisions**

<b>Tenet 2 - School Leader Practices and Decisions</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>B1. Most Recent DTSDE Review Date:</b>		November 6-8, 2017
<b>B2. DTSDE Review Type:</b>		District Led School Review
<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>		Based on a review of survey results about comfort with Google Suite applications completed during the 2017-2018 school year Owasco Elementary needs to provide professional development and support to staff in the transition to Google Suite applications for communication and instruction.
<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 June 30th, 2019 100% of Owasco Elementary School staff will be able to navigate and use Google Suite applications for building level communications and during instruction as evidenced by results of staff surveys on implementation and self assessment of skill acquisition.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Staff survey, building google calendar sign ups
<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: 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.</b>
9/1/2018	6/30/2019	Activity: Development and continuous updating of building Google Calendar Person(s) Responsible: Principal, Secretary Who will participate: Staff How often: 1 meeting Impact: Develop system for building activities communication

9/4/2018	9/4/2018	Activity: Staff retake survey on comfort with Google Suite Applications Person(s) Responsible: Principal Who will participate: Staff How often: 1 meeting Impact: Reaccess staff needs as a result of participation in spring/summer professional development opportunities.
9/6/2018	9/6/2018	Activity: faculty meeting professional development on how to access and use the building calendar Person(s) Responsible: Principal, Secretary Who will participate: Staff How often: 1 meeting Impact: Staff understanding of new application for building and personal use
9/7/2018	6/30/2019	Activity: Staff will use calendar to sign up for building events and view building activities/schedule Person(s) Responsible: Principal, Secretary Who will participate: Staff How often: Daily Impact: Improved communication of what is going on in the building
10/1/2018	10/31/2018	Activity: SCEP team will analyze results of staff survey to determine next steps Person(s) Responsible: Principal Who will participate: Principal, SCEP team How often: 1 meeting Impact: Develop a plan to support staff
11/1/2018	6/30/2019	Activity: Faculty meeting professional development based on staff needs Person(s) Responsible: Principal Who will participate: Principal, Teams How often: Monthly Impact: Continuous support for staff to meet the goal
11/1/2018	11/30/2018	Activity: Principal to communicate with Director of Technology about PD opportunities for staff Person(s) Responsible: Principal Who will participate: Principal How often: 1 meeting Impact: Develop a plan to support staff
11/1/2018	6/30/2019	Activity: Faculty meeting presentations by staff on use of Google Applications during instruction Person(s) Responsible: Principal Who will participate: Teams How often: Monthly Impact: Sharing of new ways to use Google for classroom instruction



### 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>		November 6-8, 2017
<b>B2. DTSDE Review Type:</b>		District Led Review
<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>		Based on the school review of staff surveys and APPR data the Owasco Elementary school needs to follow a prioritization process when developing curriculum documents in order to identify essential learning.
<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 June 30th, 2019, 100% of Owasco Elementary staff will be able to identify and use learning targets/ "I can" statements aligned to the standards during all lessons, in order to improve communication to students about what they are learning as evidence by school leader walk-throughs.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Walk throughs by school leaders, APPR 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: 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.</b>
9/4/2018	9/30/2018	Activity: Develop walk through tool Person(s) Responsible: Principal Who will participate: Principal and Director of Early Learning How often: 1 meeting Impact: Tool will be used to monitor progress of teachers
10/1/2018	10/31/2018	Activity: First walk though of all classrooms Person(s) Responsible: School Leaders Who will participate: Building Principal and Director of Early Learning, District Behavioral Specialist, District Leaders How often: 1 time per classroom Impact: Identify baseline data

11/1/2018	11/1/2018	Activity: Review baseline data during faculty meeting and provide professional development related to results Person(s) Responsible: Principal Who will participate: Building Principal, Director of Early Learning, Teachers, staff How often: 1 meeting Impact: Identify baseline data
1/3/2019	1/30/2019	Activity: Second walk though of all classrooms Person(s) Responsible: School Leaders Who will participate: Building Principal and Director of Early Learning, District Behavioral Specialist, District Leaders How often: 1 time per classroom Impact: Monitor progress of expectations discussed in faculty meeting
2/1/2019	2/28/2019	Activity: SCEP team meet to review progress and discuss staff needs Person(s) Responsible: School Leaders Who will participate: SCEP team members How often: 1 meeting Impact: Monitor progress and discuss next steps to support staff
3/7/2019	3/7/2019	Activity: Review data during faculty meeting and provide professional development related to results Person(s) Responsible: Principal Who will participate: Building Principal, Director of Early Learning, Teachers, staff How often: 1 meeting Impact: provide staff professional development to meet goal
4/1/2019	5/30/2019	Activity: Final walk though of all classrooms Person(s) Responsible: School Leaders Who will participate: Building Principal and Director of Early Learning, District Behavioral Specialist, District Leaders How often: 1 time per classroom Impact: Monitor progress of expectations discussed in faculty meeting
6/6/2019	6/6/2019	Activity: Review data during faculty meeting Person(s) Responsible: Principal Who will participate: Building Principal, Director of Early Learning, Teachers, staff How often: 1 meeting Impact: Teachers will have an understanding of alignment of targets to standards

### 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 high levels of engagement, thinking and achievement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		November 6-8, 2017
<b>B2. DTSDE Review Type:</b>		District Led Review
<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>		Based on a review of end of year student growth results Owasco Elementary School needs a procedure to support data inquiry team process to monitor student academic growth throughout the year.
<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 June 30th, 2019 100% of Owasco Elementary staff will be able to develop an appropriate progress monitoring tool for student academic growth in order to create a consistent process to be used in data inquiry meetings as evidence by analysis of newly developed tools and RtI data.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Progress Monitoring tool development, Minutes from Data Inquiry team meetings, Google Tracking sheets from DIT meetings
<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: 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.</b>
9/4/2018	10/15/2019	Activity: District screeners given to students to identify students needs Person(s) Responsible: Teachers Who will participate: Teachers and students How often: 1 screener for each math and reading Impact: Staff will be able to identify sub groups of students to develop tools for

10/4/2018	10/4/2018	Activity: Faculty meeting professional development on progress monitoring tools Person(s) Responsible: Director of Early Learning, School Psychologist Who will participate: Principal, Director of Early Learning, Teachers How often: 1 meeting Impact: Staff will have understanding of next steps
10/4/2018	11/30/2018	Activity: Data Inquiry teams will meet and implement the procedure Person(s) Responsible: Teachers, Principal, School Psychologist Who will participate: Principal, Director of Early Learning, Teachers How often: 1 meeting Impact: Procedure will be implemented
12/6/2018	12/6/2018	Activity: Faculty meeting grade level conversation about progress Person(s) Responsible: Director of Early Learning, Principal Who will participate: Principal, Director of Early Learning, Teachers, Staff How often: 1 meeting Impact: review progress and identify supports staff need
1/5/2019	3/1/2019	Activity: Data Inquiry teams will meet and review student data and use procedure Person(s) Responsible: Teachers, Principal Who will participate: Principal, Director of Early Learning, Teachers, School Psychologist How often: 1 meeting Impact: Identifying students who are making or not making adequate progress
1/30/2019	6/1/2019	Activity: Response to Intervention meetings held Person(s) Responsible: Psychologist, Teachers, Principal Who will participate: Psychologist, Principal, Director of Early Learning, Teachers How often: meetings as needed Impact: Individual student meetings to occur to review the tools and interventions to ensure appropriate supports for students
5/1/2019	6/1/2019	Activity: Collect teacher developed progress monitoring tools Person(s) Responsible: Principal Who will participate: Teachers How often: 1 time Impact: Monitoring of implemented process
6/1/2019	6/30/2019	Activity: Review of tools collected Person(s) Responsible: Principal Who will participate: SCEP team, Director of Early Learning, School Psychologist, Principal How often: 1 meeting Impact: Review of success of implementation and determine next steps

### 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>		November 6-8, 2017
<b>B2. DTSDE Review Type:</b>		District Led Review
<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>		Based on a review of PBIS discipline data, staff end of year survey results and student survey results the Owasco Elementary School needs a to implement a consistent procedure that outlines classroom managed versus leadership managed student behaviors to improve communication with staff about student needs.
<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 June 30th, 2019 100% of the Owasco Elementary school staff will be able to follow procedures and implement strategies in order to decrease student behaviors and increase time in the classroom as evidenced by reduction of minor/major discipline referrals
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		PBIS discipline
<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: 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.</b>
9/1/2018	9/30/2018	Activity: Template for student reflection form will be developed Person(s) Responsible: Principal, Social Worker, School Psychologist Who will participate: Principal, Social Worker, School Psychologist How often: 1 meeting Impact: Students will use went sent to the office for behaviors
9/4/2018	9/6/2018	Activity: PBIS team will review procedure for establishing classroom expectations Person(s) Responsible: PBIS team Who will participate: Teachers How often: 1 meeting Impact: Staff will establish consistent expectations

9/1/2018	9/4/2018	Activity: Expectations and procedures will be developed for calming and BIC rooms Person(s) Responsible: Principal, Social Worker, Psychologist Who will Participate: Principal, Social Worker, Psychologist How Often: 1 meeting Impact: Staff understanding of how these supports will be used by staff for students
9/4/2018	9/6/2018	Activity: Expectations and procedures will be shared with staff during faculty meeting Person(s) Responsible: Principal, Social Worker, Psychologist Who will Participate: Principal, Social Worker, Psychologist How Often: 1 meeting Impact: Staff understanding of how these supports will be used by staff for students
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, Director of Early Learning, 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: 1 time 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 Who will participate: Teachers How often: on going Impact: Provide staff support and tools to use with their students

### Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</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>B1. Most Recent DTSDE Review Date:</b>	November 6-8, 2017
<b>B2. DTSDE Review Type:</b>	District Led School Review

<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>	Based on review of parent end of year communication survey Owasco Elementary school needs to provide appropriate contacts for parents and clarify electronic communications between staff and parents.
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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 June 30th, 2019 100% of Owasco Elementary School families will be able to communicate with appropriate staff members by using the building contact sheet and electronic communication in order to increase parent participation in communication with faculty as evidenced by positive responses in the parent survey about interactions with staff.
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<b><u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u></b>	Parent Survey Results, Remind message report
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<b><u>E1. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>E2. End Date:</u></b> Identify the projected end date for each activity.	<b><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></b>
9/1/2018	9/6/2018	Activity: Specific contact sheet developed for parent Person(s) Responsible: Principal Who will participate: Principal, Secretary How often: 1 meeting Impact: Will be attached to student handbook for parent reference
9/6/2018	9/30/2018	Activity: Student handbook sent home and signed and form returned stating parents received Person(s) Responsible: Teachers Who will participate: Teachers, parents How often: 1 time Impact: Parents provided contact sheet

9/6/2018	9/30/2018	Activity: Staff set up and send home Remind sign up information to families Person(s) Responsible: Teachers Who will participate: Teachers, parents How often: 1 time Impact: Open up line of communication with families
9/20/2018	9/20/2018	Activity: Open House parents provided information on participating in Remind Person(s) Responsible: Teachers Who will participate: Teachers, parents How often: 1 time Impact: Open up line of communication with families
9/6/2018	6/30/2019	Activity: Staff use of electronic communication tool (Remind/School Messenger) for classroom or grade level Person(s) Responsible: Teachers Who will participate: Teachers, Principal How often: Monthly Impact: Continue communication with families
5/15/2019	6/15/2019	Activity: Parent and Staff complete end of year communication survey (electronically) Person(s) Responsible: Principal Who will participate: Teachers, Principal, families How often: 1 meeting Impact: Continue to improve reciprocal communications with families
6/15/2019	6/30/2019	Activity: Review of the results of surveys Person(s) Responsible: Principal Who will participate: SCEP team How often: 1 meeting Impact: Analysis of staff and families needs/wants moving forward