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| LEA Name: | Auburn Enlarged City School District |
| LEA BEDS Code: | 050100010005 |
| School Name: | Herman Elementary School |

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)


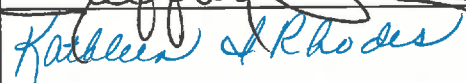
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|----------------------------|---|-------|------------------------------|
| Contact Name | Ronald Gorney | Title | Principal |
| Phone | 3152558684 | Email | ronaldgorney@aecsd.education |
| Website for Published Plan | http://www.aecsd.education/ | | |

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:

- YES 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.

- YES 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.

- YES 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

- YES 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.
YES

- YES 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) |
|-------------------|--|-----------------|---------------------------------|
| March 14, 2018 | Herman Avenue Elementary School | June 13, 2018 | Herman Avenue Elementary School |
| March 16, 2018 | Herman Avenue Elementary School | June 21, 2018 | Herman Avenue Elementary School |
| March 22, 2018 | Herman Avenue Elementary School | July 15, 2018 | Herman Avenue Elementary School |
| April 4, 2018 | Herman Avenue Elementary School | | |
| April 18, 2018 | Herman Avenue Elementary School | | |
| May 2, 2018 | Herman Avenue Elementary School | | |
| Name | Title / Organization | | Signature |
| Ronald Gorney | Principal, Herman Avenue Elementary School | | |
| MaryJo Turner | Teacher | | |
| Kerri Musso | Teacher | | |
| Christine Siddall | Teacher | | |
| Christine Vuono | School Psychologist | | |
| Kristen Wolfgang | Parent | | |
| Mary Beth Leeson | Parent | | |
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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).

In the 17-18 school year there was a large increase in parent participation in school events as evidenced by sign in sheets and teacher reporting. The increased parent engagement helped to increase student engagement in classroom based projects resulting in an increase in academic performance.

- 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.

Based upon the attendance data of the first family workshop, the format of the second family workshop was changed. This change dramatically increased parent participation based upon sign in sheets, attendance at specific events, and teacher reporting.

In developing the CURRENT YEAR'S plan:

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

Parents will be given a tool to help them better understand their child(s) report card and STAR reading and math assessments. Teachers will be trained in SMART board technology in order to enhance their ability to develop and deliver specifically designed instruction. Teachers will use SAMR to increase student engagement. Students and parents will use anonymous alerts technology to report bullying and help to support a climate in the school that is bully free. There will be enhanced levels of communication between the PTO and school community to help better engage parents.

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

Lack of parent understanding of data sent home from the school, bullying intervention, the need for increased student engagement, the need for better communication between the PTO and school community.

- 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.

The mission of the district and therefore that of Heman Avenue Elementary is to develop citizens that are capable of meeting the challenges of their future by providing equitable, fiscally sound educational opportunities necessary to develop confident life-long learners as evidenced by effectively monitoring instructional programs, identifying priority learning in all subjects, utilizing a data-driven system, identifying student supports, and engaging families.

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

The mean of students in the building will show a Student Growth Percentile (SGP) equivalent to one year's growth on STAR Math and STAR Reading

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

Modes of communication, newsletters, websites, parent workshops such as SOAR night and PTO/faculty meetings will be utilized to increase communication and professional development to communicate mission and guiding principals.

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

Poor time management can be a barrier. It is important the plan stay in the forefront of school activities, and it is the principal's responsibility to continue communicating steps in this plan and to monitor progress in order to have components of this plan addressed in a timely fashion.

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

Professional development will occur during faculty and grade level meetings. Principal will provide professional development opportunities throughout the year.

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

Newsletters, website, PTO meetings, faculty meetings, SOAR parent workshops, PTO sponsored events, open house, and parent-teacher conferences.

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

Website, curriculum council, faculty meetings, Grade level meetings, department meetings.

Tenet 2: School Leader Practices and Decisions

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| Tenet 2 - School Leader Practices and Decisions | | Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement. |
| B1. Most Recent DTSDE Review Date: | | January 10-12 2018 |
| B2. DTSDE Review Type: | | District |
| 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. | | According to parental feedback from the needs assessment PLC parent survey: there exists a need to provide parents information to better understand the student report card and other assessment reports, and according to the PTO members there is a lack of consistency between teachers when reporting student performance indicators on the report card. |
| 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, in collaboration with the principal, will develop and provide an information sheet and feedback request specific to grade level, that will accompany report cards and all STAR Reports given to parents, in order to enhance parental understanding of student academic data and student progress, as evidenced by parent feedback during parent teacher conferences, and increased levels of student academic performance on ELA and Math STAR assessments by aggregate 15% score increase from the Fall baseline to the Spring baseline assessment for all students. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | | The sheet sent home as an artifact. Recording and reporting by teachers of parent feedback and parent questions during parent teacher conferences. Comments on report cards by parents. STAR assessments for ELA and Math. |
| 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. |
| 9/1/18 | 6/30/19 | Activity- The principal leads the development of the information sheets during staff meetings with teachers once monthly. persons responsible- Principal and teachers. How often- Once monthly. Impact- Enhanced communication with parents. Parents are able to understand data in a way that allows them to more fully support their children's academic, social, and physical growth. |
| 11/1/18 | 6/30/19 | Activity- The principal will collect feedback and continue in collaboration with teachers improving information provided to parents on the sheets. Person responsible- Principal. How often- Quarterly. Impact- Enhanced communication between the school and home. |
| 9/1/18 | 6/30/19 | Activity- Principal and teachers will collect and analyze STAR math and ELA data in January and in June to measure progress towards SMART goals. Persons responsible- principal and teachers. How often- Two times yearly. Impact- Adjustments can be made to the related SMART Goal increasing the effectiveness of the action steps. |

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| 9/1/18 | 6/30/19 | Activity- Teachers will continue the development of the information sheets during grade level meetings. persons responsible- All teachers. How often- Quarterly. Impact- Enhanced communication and understanding of the grading and assessment process between school and home. |
| 10/30/18 | 6/30/19 | Activity- Parents are given the information sheets during parent teacher conferences or they are sent home with report cards. Persons responsible- Teachers. How often- Quarterly. Impact- Increased understanding of parental need and enhanced communication related to grading and assessments. |

Tenet 3: Curriculum Development and Support

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| Tenet 3 - Curriculum Development and Support | | Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes. |
| B1. Most Recent DTSDE Review Date: | | January 10-12 2018 |
| B2. DTSDE Review Type: | | District |
| 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. | | There exists a need to increase teacher utilization of all instructional technologies including Google Classroom and smartboards. There exists a gap in teacher expertise with instructional technology and how these technologies can be used to enhance instructional delivery. |
| 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 30th, 2019, 100% of teachers will be participating in training at the building level in the use of smartboard technology and continued use of Google Classroom, in order to foster the consistent use of specially designed instruction in all classrooms as evidenced by data collected in formal teacher observations and informal visits by leadership and coaching staff. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | | Occurance of training at monthly staff meetings and staff development days. Building leadership observations. Levels of student engagement. |
| 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. |
| 9/1/18 | 6/30/19 | Activity- Turn keys begin training teachers in the fall of 2018. Persons responsible- Turnkey trainers. How often- As needed, teachers will set up schedule. Impact- Enhanced lesson delivery, increased student engagement. |
| 9/1/18 | 6/30/19 | Activity- Teachers will begin to utilize Google Classroom in the fall of 2018. Persons responsible- All teachers. How often- Ongoing. Impact- Increased student engagement. |
| 9/1/18 | 6/30/19 | Activity- Share outs at faculty meetings to help familiarize teachers with the use of technology instruction to learn strategies. Persons responsible- All teachers. How often- One time every month. Impact- Enhanced instructional delivery, increased points of access for students. |
| 9/1/18 | 6/30/19 | Activity- Principal will observe teachers formally and informally to measure progress. Persons responsible- Principal. How often- Ongoing. Impact- Teacher accountability for the task. |

Tenet 4: Teacher Practices and Decisions

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| 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: | | January 10-12 2018 |
| B2. DTSDE Review Type: | | District |
| 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. | | There currently exists a gap in the use of technology in planning and implementation of teacher lessons and strategic practices. |
| 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 redesign and implement two lessons utilizing Substitution, Augmentation, Modification and Redefinition, SAMR in order to increase student engagement and student digital skills as evidenced by the number of Google Classrooms that were developed building wide and student access to those Google Classrooms. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | | Lesson plan artifacts (two per teacher) that incorporate SAMR. Student work that resulted from SAMR. Number of students logged into Google Classroom. |
| 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. |
| 9/1/18 | 1/1/19 | Activity- Teacher sets up Google Classroom, or identifies what technologies to utilize with SAMR lesson. persons responsible- Teachers. How often- One time yearly. Impact- Increased student engagement. |
| 10/1/18 | 11/1/18 | Activity- Teacher participates in information session for SAMR during October faculty meeting. Persons responsible- Teachers and Principal. How often- One time in October. Impact- Increased student engagement. |
| 10/1/18 | 6/30/19 | Activity- Teacher completes two SAMR lessons in Google Classroom or available technology with all students. Persons responsible- Teachers. How often- Two times yearly. Impact- Increased student engagement. |
| 5/1/19 | 6/30/19 | Activity- Principal collects evidence to support the use of SAMR in teacher classrooms. Persons responsible- Principal. How often- Ongoing. Impact- Teacher accountability, and completion of the task. |

Tenet 5: Student Social and Emotional Developmental Health

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| Tenet 5 - Student Social and Emotional Developmental Health | | Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents. |
| B1. Most Recent DTSDE Review Date: | | January 10-12, 2018 |
| B2. DTSDE Review Type: | | District |
| 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. | | As indicated on the needs assessment PLC survey the school lacks an effective program that addresses bullying. According to the district led review, students discussed not wanting to be seen as different because bullying is high. |
| 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 30th 2019, 100% of students will be made aware of and trained to access Anonymous Alerts in order to create a safe and welcoming culture that supports student socioemotional growth as evidenced by bullying reports. |
| <u>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</u> | | Schooltool incident reports of bullying. Student and parent reporting on Anonymous Alerts. DTSDE PLC Survey. |
| <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> |
| 9/1/18 | 11/1/18 | Activity- Training for Social Worker, Principal, SRO, and Pyschologist. Persons responsible- District staff, Principal, SRO, Social Worker, School Psychologist. How often- one time annually. Impact- The person's trained in the use of Anonymous alerts can continue to train teachers and promote it's use among the community. The use of this program will foster a safe school climate for all students. |
| 11/1/18 | 1/1/19 | Activity- Students and staff trained to utilize Anonymous Alerts. Persons responsible- District staff, Principal, SRO, Social Worker, School Pyschologist. How often- one to two times before January 1. Impact- The use of this program will foster a safe school climate for all students. |
| 11/1/18 | 1/1/19 | Activity- Parents informed and given opportunity for training with Anonymous Alerts. Persons Responsible- Principal. How often- Ongoing. Impact- Parents can help support their children in order to keep them socio-emotionally safe and support a safe school climate. |
| 9/1/18 | 10/1/18 | Activity- District makes Anonymous Alerts available. Persons responsible- District personnel. How often- one time. Impact- Safe school climate. |

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| 9/1/18 | 6/30/19 | Activity- Social Worker, Principal, SRO, and School Pyschologist continually review Anonymous Alerts reports and address appropriately. Persons responsible-Social Worker, Principal, SRO, and School Pyschologist. How often- Ongoing. Impact- Safer school climate. |
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Tenet 6: Family and Community Engagement

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| Tenet 6 - Family and Community Engagement | | The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. |
| B1. Most Recent DTSDE Review Date: | | January 10-12, 2018 |
| B2. DTSDE Review Type: | | District |
| 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. | | According to the PLC needs assessment and feedback from PTO members more effective communication is needed between the PTO, parents, and teachers, so the educational community better understands the role and purpose of the PTO. |
| 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 30th 2019, 100% of all school community events, communications, and electronic media, will provide the community with information relevant to upcoming PTO activities, and important information related to PTO priorities in order to increase parental, teacher understanding, and engagement with the PTO that will support student enrichment activities as evidenced by increased parental participation indicated on sign-in sheets. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | | Information relevant to the PTO that is provided at events. Information relevant to the PTO that is listed on electronic media. Relevant information that is provided in newsletters and other forms of parent communication. Increase in PTO participation as evidenced by PTO sign in sheets. Parent event sign-in sheets. Increase in teacher participation in PTO meetings and events. |
| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
| 9/1/18 | 6/30/19 | Activity- Information will be provided at kindergarten orientation, open house, SOAR nights, faculty meetings, parent teacher conferences, concerts, book fair, multicultural and learning fair, moving up nights, book and breakfast. Persons responsible- Principal and Teachers. How often- Ongoing. Impact- Increased levels of parent engagement. |
| 9/1/18 | 6/30/19 | Activity- Collaboration between the PTO and staff regarding PTO events and relevant information focused on events, funding and recruitment. persons responsible- Principal, teachers and PTO. How often- Ongoing. Impact- Increased level of parent engagement. |
| 9/1/18 | 6/30/19 | Activity- Collaboration between the PTO and principal regarding PTO events and relevant information focused on events, funding and recruitment to be included in parent and teacher communication from main office. Persons responsible- Principal. How often- Ongoing. Impact- Ongoing |
| 9/1/18 | 6/30/19 | Activity- PTO members will take an active role in all school community events. Persons responsible- Principal, PTO. How often- Ongoing. Impact- Increased parent engagement. |