

LEA Name:	Cincinnati CSD
LEA BEDS Code:	110101040001
School Name:	Cincinnati Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)



Contact Name	Thomas Durkot	Title	Elementary Principal
Phone	607-863-3200	Email	tdurkot@cc.cnyric.org
Website for Published Plan	www.cc.cnyric.org		

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		Steven V. Hubbard	7-16-18
President, B.O.E. / Chancellor or Chancellor's Designee		Margaret D. Peri	7-12-18

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
- 2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
- 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
- 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).
- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

<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 type="checkbox"/>	Moderate Degree (At least 50% of goals were achieved.)
<input checked="" 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 type="checkbox"/>	Partial Degree (Some of the identified subgroups improved achievement.)
<input checked="" 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 checked="" type="checkbox"/>	Partial Degree (There was a minor increase in the level of Parent Engagement.)
<input 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 checked="" 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 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).

UPK-6 ELA curriculum maps have been developed and "at a glance" documents were created for each grade level.

- 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.

Through perception data gathered after a district professional learning session that was targeting differentiation, the plan was adjusted due to the PD not being explicit enough to include support in common formative assessments and how to build a curriculum using assessments to inform instruction.

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

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

Revise the walkthrough tool in order to incorporate more specific, observable best practices, monitor implementation of ELA curriculum, increase rigor of use of learning targets, strengthen CARES program by implementing lessons in all classrooms, increase parent communication that is reciprocal in nature to influence academic achievement.

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

Economically disadvantaged students will be targeted. In particular, students who earned 1's and 2's on NYS 3-8 assessments will be targeted. Identified needs through district-led review will also be targeted: walkthrough tool, ELA units, learning targets, CARES delivery, and parent engagement.

- 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.

Cincinnati Central School: Striving to meet children's needs, awaken their minds, and touch their hearts. As a community dedicated to ongoing learning, we embrace educational practices that engage students, foster collaboration and innovation, and promote creative and independent thinking. Our graduates will be competent and compassionate individuals, responsible for themselves and their community, and committed to making a positive and dynamic impact on our world. Cincinnati elementary will provide a nurturing environment that is responsive to all student needs, driven by data analysis, action planning, and a culture that is responsive to the community.

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

Economically disadvantaged students- increase ELA and Math 3-8 growth score performance by 8%

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

PLC meetings, Instructional walkthroughs, curriculum development, and SEDH program. District support of administrative coaching and professional development will be focused on achieving SCEP goals.

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

Lack of SEDH support staff to support SEDH program and needs (1.0 FTE social worker increase for the 18-19 school year)

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

PD regarding the PLC process will be provided via Solution Tree Inc., OCM BOCES consultants, building coordinators and school leaders. Professional learning regarding walkthrough template and intentions regarding the template will occur via school leaders. Curriculum PD will occur through OCM BOCES curriculum coordinator. District-wide training and program implementation will occur via building leaders and outside consultants. Parents will be provided education regarding various identified needs.

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

PLC collaborative sessions, opening of school faculty meetings, Open House, Teacher Handbook, faculty meetings, PDP meetings, Student Achievement committee meetings, ELA committee meetings, instructional walkthroughs, grade level meetings, data meetings, kindergarten orientation, PTO meetings, parent meetings, monthly CARES assemblies, and family engagement committee.

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

Communication from elementary office will include SCEP goals, suggested academic supports, academic activities and CCLS. The plan will be shared on the school website, Open House night, Title I parent meeting, and through school newsletter.

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.
UPK and Kindergarten teachers work collaboratively in organizing information regarding the Kindergarten ELA and Math Common Core curriculum. A meet the teacher event is organized in August for incoming Kindergarten students.

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:	School lead IIT Review		
B2. DTSDE Review Type:	April 14-16, 2018		
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.	The support team found that the current data cycle for instructional practice does not provide 360-degree, targeted feedback for staff members that is aligned to instructional practice and its impact on student achievement. Current data is collected by the school leader and sent to staff with no feedback protocol in place.		
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 May 2019, a system of accountability using walkthrough data will be developed and implemented for the purpose of instructional improvement as evidenced by implementation of instructional best practices across the building at a consistent rate of 90%. Instructional practices will be measured using the revised walkthrough tool.		
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walkthrough data Survey of staff on helpfulness of feedback		
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	
Jul-18	Aug-18	Leadership team will revise the walkthrough tool to better reflect identified best practices and develop a structure for the feedback. Responsible: Leadership Team Participants: Leadership Team Frequency: once Intended Impact: Leaders will have a tool that more precisely gathers information on the level of implementation of instructional practices and teachers will receive feedback from the walkthrough in a more timely manner.	
Jul-18	Aug-18	Leadership team will meet to develop a common understanding of what the best practices mean, what they look and sound like in practice, inside classrooms. At this meeting communication will be developed to share with the faculty both verbally and in writing (see action step below). Responsible: Leadership Team Participants: Leadership team Frequency: 1-2 meetings Intended Outcome: The leadership team will have a more reliable data set to use for planning next steps and PD for teachers and teachers will receive more consistent feedback.	

Aug-18	Aug-18	Create a system of accountability for collection of walkthrough data, collection of feedback provided, analysis of both the data and feedback for strength areas and areas for further growth. Areas for further growth will inform future professional development offerings. This system will be explained to the faculty as well in the communication planned above. Responsible: Leadership team Participants: Leadership Team Frequency: once Intended Outcome: District leaders will hold themselves accountable not only for data gathering but for the analysis of the data and using it to inform their next steps in work with the teachers for the overall purpose of instructional improvement.
Sep-18	Sep-18	Communication will be designed and disseminated to the faculty to explain the revised walkthrough tool - what the best practices are and what they look and sound like in practice in classrooms - before implementation of the walkthrough tool. In addition, what the system for feedback is, and what the intent and purpose of the feedback is will also be included in this communication. Responsible: Leadership Team Participants: Leadership team and teachers Frequency: once Intended Outcome: Faculty will have increased understanding of the purpose of walkthroughs and the resulting feedback and the expectations for their use of feedback to improve their instructional practice.
Oct-18	Jun-19	Building leader will conduct a minimum of two walkthroughs per day, 10 per week over the school year. Responsible: Building leader Participants: Leadership team and teachers Frequency: weekly Intended Outcome: Leaders will increase their knowledge and understanding of the instructional strengths and needs in their buildings and teachers will receive ongoing feedback to improve their practice. All levels of the organization will be held accountable for student learning.
Sep-18	Jun-19	Leadership team will develop a survey to implement three times over the school year. The survey will illicit input from teachers about the feedback they are receiving from the walkthroughs, the helpfulness of the feedback and how they use the feedback they receive. The leadership team will use the data to monitor and adjust the feedback they provide to teachers as a follow-up to their walkthroughs. Responsible: Building leader Participants: Leadership Team and teachers Frequency: 4 x per year-1. develop the survey, 2-4. analyze data gathered from administering the survey Intended Outcome: The effectiveness of feedback results from walkthroughs will be monitored and adjusted as necessary for the purpose of improving instructional practices and closing student learning gaps.
Oct-18	Jun-19	Implement the system of accountability designed above through scheduling and executing monthly meetings for the purpose of walkthrough data analysis and determining next steps in their work with the faculty as a whole and individual teachers. Responsible: Building leader Participants: Leadership team and teachers Frequency: monthly Intended Outcome: Leaders will increase their knowledge and understanding of the instructional strengths and needs in their buildings and teachers will receive ongoing feedback to improve their practice. All levels of the organization will be held accountable for student learning.

Sept. 18	May-19	The ELA curriculum committee will meet in order to monitor ELA curriculum development and implementation in K-6 classrooms. Responsible: Building Leaders Participants: Building Leaders, Curriculum Coordinator, and Teachers Frequency: minimum of quarterly meetings Intended Impact: ELA curriculum will be monitored and adjusted for horizontal and vertical alignment to ensure consistent implementation.
Oct-18	Jun-19	Classroom teachers, UPK-6, will revise and edit ELA curriculum maps at the conclusion of each ELA instruction unit to reflect curriculum taught within the instructional unit. Responsible: Building leaders and Curriculum Coordinator Participants: Building leaders, Curriculum Coordinator and Teachers Frequency: after each unit of instruction (4-6 times per year) Intended Impact: Instructional maps will be adjusted based upon implementation of ELA curriculum maps
Oct-18	Jun-19	Review revised ELA curriculum maps quarterly and provide feedback on revisions made. Responsible: Building leaders and Curriculum Coordinator Participants: Building leaders, Curriculum Coordinator and Teachers Frequency: quarterly Intended Impact: The teachers will understand the expectations for how to plan using the curriculum documents and this will strengthen their capacity to implement the written curriculum with fidelity both within and across the grade levels.
Oct-18	Jun-19	The building leader, in conjunction with the curriculum coordinator, will provide opportunities for support regarding individual teacher needs surrounding ELA instructional practices. Responsible: Building leaders and Curriculum Coordinator Participants: Building leaders, Curriculum Coordinator and Teachers Frequency: quarterly based upon curriculum map review Intended Impact: The teachers will understand the expectations for how to plan using the curriculum documents and this will strengthen their capacity to implement the written curriculum with fidelity both within and across the grade levels.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent	
B1. Most Recent DTSDE Review Date:	School lead IIT Review	
B2. DTSDE Review Type:	April 14-16, 2018	
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.	In order to address the gap between what students know and need to learn, teachers and students will share ownership of learning by using high quality learning targets with all students. High quality learning targets are the catalyst of student engagement. Current walk through data collected shows 75% of teachers making learning targets visible while only 5% are referring to them throughout the lesson.	
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 May of 2019, all teachers (100 %) will use high quality learning targets that are: <ul style="list-style-type: none"> • visible for learners (100%) • used throughout the lesson to check for understanding by both the teacher and the learner (100%) • rigorous for learners, using multiple student engagement strategies (75%); as evidenced by classroom walk-throughs and observations. 	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Walk Through Tool/Data, PLC meeting notes	
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.
Jul-18	Aug-18	Leadership team will revise the walkthrough tool to better reflect identified best practices and develop a structure for the feedback. Responsible: Leadership Team Participants: Leadership Team Frequency: once Intended Impact: Leaders will have a tool that more precisely gathers information on the level of implementation of instructional practices and teachers will receive feedback from the walkthrough in a more timely manner.
Sep-18	Sep-18	Communication will be designed and disseminated to the faculty to explain the revised walkthrough tool - what the best practices are and what they look and sound like in practice in classrooms - before implementation of the walkthrough tool. In addition, what the system for feedback is, and what the intent and purpose of the feedback is will also be included in this communication. Responsible: Leadership Team Participants: Leadership team and teachers Frequency: once Intended Outcome: Faculty will have increased understanding of the purpose of walkthroughs and the resulting feedback and the expectations for their use of feedback to improve their instructional practice.

Sep-18	Oct-18	Identify professional development and coaching opportunities to support the best practices that will be targeted on the newly developed walkthrough tool. Responsible: Leadership Team, PDP team, Coordinators Participants: Leadership team and teachers Frequency: once Intended Outcome: Faculty will have increased understanding of the components on the walkthrough tool and have a common understanding of how to implement the best practices in their classrooms.
Oct-18	Jun-19	Building leader will conduct a minimum of two walkthroughs per day, 10 per week over the school year. Responsible: Building leader Participants: Leadership team and teachers Frequency: weekly Intended Outcome: Leaders will increase their knowledge and understanding of the instructional strengths and needs in their buildings and teachers will receive ongoing feedback to improve their practice. All levels of the organization will be held accountable for student learning.
Oct-18	Jun-19	Walkthrough data will be shared via collaborative grade level meetings and coordinator meetings Responsible: Building Leaders Participants: Building Leaders, coordinators, teachers Frequency: monthly meetings Intended Outcome: All staff will use data to inform next steps, including professional learning, that must occur and trends in data to inform instruction.
Oct-18	Jun-19	Walkthrough data will be used to determine needs of teachers (individual, team or whole school) Responsible: Building Leaders Participants: Building Leaders, coordinators, teachers Frequency: monthly meetings Intended Outcome: All staff will use data to inform next steps, including professional learning, that must occur and trends in data to inform instruction.
Oct-18	Jun-19	The building leader, in conjunction with the coordinators, will provide opportunities for support regarding individual teacher needs surrounding targeted instructional practices. Responsible: Building leaders and Coordinators Participants: Building leaders, Coordinators and Teachers Frequency: monthly Intended Impact: The teachers will understand the expectations which will strengthen their capacity to implement the best practices in the classroom.

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:	School lead IIT Review
B2. DTSDE Review Type:	April 14-16, 2018
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.	The support team visit found that there is a lack of a formalized system (including communication) to implement the behavioral intervention process for students effectively. Only 66.7% of teachers indicated on the SPS survey that, "we have an effective system for developing and building student social-emotional health." The school has many forms of referring students for support; however the initiation of a referral tends to be reactive rather than proactive. Both staff and parents are unaware of the processes and protocols for referring students for SEDH support. There are not regular meetings regarding progress monitoring interventions provided to students for SEDH support. Currently, pockets of teachers are regularly instructing students in regards to SEDH traits through the CARES program. As a result, there is a gap in the understanding and use of SEDH supports to address the needs of all 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 May 2019, the school will refine and implement a plan to provide key supports for students to remove barriers to learning, as evidenced by a 20% increase in the percent of teachers who indicate that "we have an effective system for developing and building student social-emotional health" on a perception survey.
D2. Leading indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	student attendance data discipline referrals counseling referrals walkthrough data cross-referenced to implementation calendar for SEDH programs/lessons
E1. Start Date: Identify the projected start 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.
Jul-18	Building leader will create a survey in order to evaluate perception regarding responses to, "we have an effective system for developing and building student social-emotional health." Responsible: Building Leaders Participants: Building Leaders Frequency: once Intended Outcome: The building leaders will develop a tool to evaluate the staff perceptions regarding a building system for SEDH needs.
Aug-18	Building leader will create a schedule that includes dates, times and lesson topics, for implementation of 10 cares traits lessons once per month in the classroom. Responsible: Building Leaders Participants: Building Leaders, CARES committee Frequency: 1 meetings Intended Outcome: The building leaders will establish a schedule of lesson presentations and times to create a system for implementing character education lessons.
Aug-18	CARES committee will create additional lessons that relates to CARES traits in order for a minimum of 10 lessons are available to staff. Responsible: Building Leaders Participants: Building Leaders, CARES committee Frequency: 5 meetings Intended Outcome: Lesson plans for classroom teachers to follow will permit building leaders to have a system of accountability as teachers implement a character education trait in their classroom lesson, based on established schedule.

Sep-18	Jun-19	CARES committee will conduct 5 CARES assemblies, targeting one character trait per assembly. Responsible: Building Leaders Participants: Building Leaders, CARES committee Frequency: 5 assemblies Intended Outcome: CARES assemblies will address a character trait which will support SEDH of our students.
Sep-18	Jun-19	Distribute survey to staff in order to evaluate perception regarding responses to, "we have an effective system for developing and building student social-emotional health." Responsible: Building Leaders Participants: Building Leaders, all staff Frequency: 3 (September, January, June) Intended Outcome: Survey will gather data regarding staff perception of SEDH program in order to monitor program impact.
Sep-18	Jun-19	Analyze survey results in order to evaluate perception regarding responses to, "we have an effective system for developing and building student social-emotional health." Responsible: Building Leaders Participants: Building Leaders, CARES committee Frequency: 3 meetings Intended Outcome: Building leaders will use data regarding staff perception of SEDH program in order to monitor program success and make adjustments as needed.

Tenet 6: Family and Community Engagement

<p>Tenet 6 - Family and Community Engagement</p> <p>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.</p>	
<p>B1. Most Recent DTSDE Review Date:</p>	<p>School lead IIT Review</p>
<p>B2. DTSDE Review Type:</p>	<p>April 14-16, 2018</p>
<p>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</p>	<p>The school team has realized that in order to provide supports to ensure academic achievement and social emotional growth, we need to ensure that reciprocal communication is established between home and school. In the SPS survey, only 75% of teachers indicate that we actively engage families in conversations around student's needs/progress. In the SPS survey, 64.7% of families agreed that, "our school actively engages our family in conversations around needs/progress." Evidence is lacking that school staff is consistently engaged in reciprocal communication with families so that student strength and needs are identified and used to impact learning. As a result, we need to find different communication tools to actively engage parents in discussion regarding their child to close this gap.</p>
<p>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>By May 2019, the district will implement a comprehensive plan to engage parents in activities and reciprocal communication regarding their child's achievement and SEDH progress, as evidence by a 25% increase in the percent of families who indicate that "our school actively engages our family in conversations around needs/progress" on the administered survey question.</p>
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Parent attendance at activities connected to both academic and SEDH programs Student attendance data</p>
<p>E1. Start Date:</p>	<p>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.</p>
<p>Jul-18</p>	<p>FEC and school leader will research different tools for reciprocal parent communication. Responsible: Building Leaders Family Engagement Committee (FEC) Frequency: 3 meetings Intended Outcome: A tool to create two-way communication between school and parents will be developed.</p>
<p>Nov-18</p>	<p>FEC and school leader will share researched ideas for reciprocal parent communication with staff and community. Responsible: Building Leaders Participants: Building Leaders, Family Engagement Committee (FEC) Frequency: 1 meeting Intended Outcome: Open communication will create two-way interactions between school and parents.</p>
<p>Nov-18</p>	<p>FEC and school leader will train volunteers regarding researched ideas for reciprocal parent communication. Responsible: Building Leaders Participants: Building Leaders, Family Engagement Committee (FEC) and Parents Frequency: 4 meetings Intended Outcome: Train staff in a system to create two-way communication between school and parents.</p>
<p>Mar-19</p>	<p>FEC, school leader and volunteers will pilot researched idea for reciprocal parent communication. Responsible: Building Leaders Leaders, Family Engagement Committee (FEC), volunteers and Parents Frequency: 3 meetings Intended Outcome: Use of strategies to engage in and increase two-way communication between school and parents will improve student achievement.</p>

Jun-19	Jun-19	FEC and school leader will develop a survey. Responsible: Building Leaders Participants: Building Leaders, Family Engagement Committee (FEC) and Parents Frequency: 1 meetings Intended Outcome: The survey will evaluate the effectiveness of the reciprocal parent communication tool in order to collect data to determine effectiveness of communication.
Jun-19	Jun-19	FEC and school leader will analyze survey. Responsible: Building Leaders Participants: Building Leaders, Family Engagement Committee (FEC) and Parents Frequency: 1 meetings Intended Outcome: The survey will evaluate the reciprocal parent communication tool in order to collect data to determine effectiveness of communication.
Jun-19	Jun-19	FEC and school leader will share and analyze survey results. Responsible: Building Leaders Participants: Building Leaders, Family Engagement Committee (FEC) and Parents Frequency: 1 meetings Intended Outcome: Building leaders and family engagement committee will evaluate the effectiveness of the reciprocal parent communication tool in order to change/alter the program for the following year.