

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010028
School Name:	Henry Hudson School, #28

**ENTER DATA INTO ALL YELLOW CELLS.**

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



Contact Name	Susan Ladd	Title	Principal
Phone	(585) 482 - 4836	Email	susan.ladd@rcsdk12.org
Website for Published Plan	www.rcsdk12.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		Barbara Deane-Williams	31-Jul-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	31-Jul-18

**WORKING DOCUMENT**

18-19



## Statement of Assurances

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

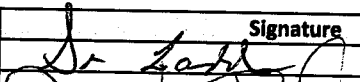


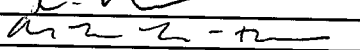
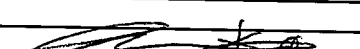
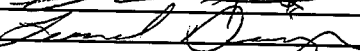
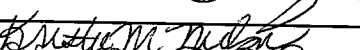
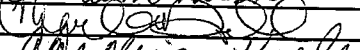

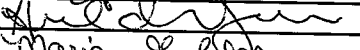
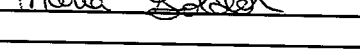
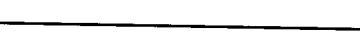
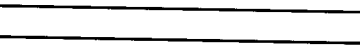



1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment 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)	Location(s)	Meeting Date(s)	Location(s)
June 13, 2018	Main Office, conference room	19-Jun-18	Main Office, conference room
June 21, 2018	Main Office, conference room	22-Jun-18	Main Office, conference room

Name	Title / Organization	Signature
Susan Ladd	Principal-ASAR	
Jennifer Monroe-Dewitz	Assistant Principal-ASAR	
Brenda Harrington	Assistant Principal-ASAR	
Kristen Schmidt	Intervention Teacher-RTA	
Katherine Thoresen	Coach-RTA	
Anna Leone-Tobar	Resource/Consult teacher-RTA	
Neal Williams	Parent Representative-PTO	
Amparo Nieves	Parent Representative-PTO	
Leonard Dunigan	In School Suspension Teacher Assistant-RAP	
Dianna Speranza	Intervention Teacher-RTA	
Kristie Nelson	Classroom Teacher-RTA	
Charlene Doell	Classroom Teacher-RTA	
Caoline Keeler	Librarian-RTA	
Charles Morrow	Classroom Teacher-RTA	
Hulda Yau	Classroom Teacher-RTA	
Maria Golder	Classroom Teacher-RTA	

## 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:

**Directions: Respond to the first six questions by entering an "X" into the most appropriate yellow cell in Column B**

**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 checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of goals were achieved.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of goals were achieved.)     |

**2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.)  |
| <input 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 type="checkbox"/>            | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Major Degree (There was a significant increase in the level of Parent Engagement.) |

**5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of planned activities were funded.)  |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.)     |

**6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Tenet 1: District Leadership and Capacity                  |
| <input type="checkbox"/>            | Tenet 2: School Leader Practices and Decisions             |
| <input type="checkbox"/>            | Tenet 3: Curriculum Development and Support                |
| <input type="checkbox"/>            | Tenet 4: Teacher Practices and Decisions                   |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |

 Tenet 6: Family and Community Engagement

**Directions: Provide a narrative in response to the questions. All questions must be answered.**

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).

Our suspension data greatly improved this year with the roll out of our social emotional plan. Adults utilized community building strategies and students used resources in the building to solve problems without fighting. Our suspensions have gone from 287(2015-16) to 167(2016-17) to 86(2017-18) this past school year. We had 22 of 23 students pass the Algebra Regents exam and 14 of 23 students pass the Living Environment Regents exam. Our focus on balanced literacy was successful in how many students showed growth on the NWEA assessments.

- 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.

Our attendance team needed to increase the number of home visits and phone calls home to try and improve our average daily attendance. We had three data session meetings with teachers to redirect how we were utilizing our reading and intervention teachers.

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

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

Roll out of Lucy Calkins Writer's Workshop to continue push of balanced literacy K-8

Standards driven writer's workshop in grades 6 to 8 classrooms, using Lucy Calkins

PD plan will reflect an emphasis on literacy

Attendance team will focus early on to target severely chronically absent students.

Lesson Planning expectations will be shared and monitored all year long in a systematic way

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

improved lesson planning, improve attendance, increase use of relationship model for staff, students, and families, develop use of invitational schools model

- 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.

We build on every child's strength, every day, to ensure college and career readiness. In order to build on each child's strength purposeful lesson planning will include differentiated materials and scaffolded strategies. Further development of the relationship model, and introducing the invitational schools model, will support an increase in attendance and parent engagement and improved student learning. Consequently, the increase in attendance and engagement will propel our students into improved assessment scores.

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

While we strive for excellence for all, our goal is for all of our subgroups to have 25% of their students to meet the NWEA grade level norm. This includes special education, Hispanic, and African-American subgroups. I will revisit these goals when we receive the NYS Scores.

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

Our master schedule includes grade level meeting time, intervention time to focus on specific skills, double blocks for literacy and math. Reading teachers will focus on our Tier 3 students to improve our literacy. The new Foundations program will support our incoming kindergartners with language skills.

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

Poor attendance continues to plague our school. Extreme cold and natural disasters in Puerto Rico caused a lot of the problems with our Hispanic community. We have put in place for next year weekly meetings with our attendance team and increased the people that serve on that committee. All classroom teachers must also provide good first teaching. We cannot have pockets of greatness and areas of poor teaching. We must build our entire school community from good great through better lesson planning and differentiation for our struggling students.

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

PD will be provided in the summer and next school year around lesson planning, balanced literacy, invitational school communities and the relationship model. We need to ensure good first teaching, strengthen our students' literacy skills, continue to reduce our out of class time due to classroom management issues, and ensure that our families feel welcomed into our school community.

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

Weekly bulletin for staff, Class Dojo for school announcements to staff and families, Robocalls for families, staff meetings, and parent events

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

Hard copy available for opening of schools, on the school and district website, translated into Spanish,

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and</b>
<b>B1. Most Recent DTSDE Review Date: This should reflect the date of the most recent report that resulted from the NYSED IIT, DIIR, or District Led Review.</b>	November 28 to 30, 2017
<b>B2. DTSDE Review Type: Integrated Intervention Team (IIT or NYSED Led) OR District Led with Outside Educational Expert OR Demonstrable Improvement Indicator Review (DIIR)</b>	District led review with outside Educational expert
<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	The primary gap to be addressed is teacher planning, with a focus on questioning techniques to elicit discussion and debate, planning for targeted groups utilizing differentiated materials and scaffolded strategies, assessment, and closure of lesson.
<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>	From October through March (2018-2019) 100% of submitted lesson plans will have questioning techniques to elicit discussion and debate, planning for targeted groups utilizing differentiated materials and scaffolded strategies, assessment and closure of lesson included.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Administator created check list of lesson plans, monitoring the four targeted areas. Formal and informal classroom observations. Professional Development staff sign in sheets.



<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.  ***The activity itself should reference the frequency of implementation, i.e., weekly, monthly, bi-monthly, quarterly, etc.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear.  Specifically describe each activity that will support the monitoring and implementation of your Smart Goal. - Who will be responsible for completing each activity - Who will participate in each activity - How often each activity will take place - What the district will look at to determine if implementation is successful.  Please do not combine multiple activities into a single cell; each activity should be written in its own cell.
9-Oct-18	30-Mar-19	School leaders will facilitate discussion during Pre-observation conferences, focusing on the four targeted areas, ensuring teachers are planning for effective instruction.
1-Jul-18	30-Jun-19	School leaders will approve a Professional Development plan that includes a minimum of four sessions (covering each of the targeted areas).
1-Jul-18	31-Aug-18	School leaders will develop a checklist to be shared with teaching staff before the start of school in September.
1-Nov-18	30-Apr-19	School leaders will provide updated lesson planning data every two months, via staff bulletins.
31-Jul-18	28-Feb-19	School leaders will provide professional development for lesson planning related to Readers and Writers workshop model for the Middle School teachers (grades 6 - 8).
		Purchase handbook regarding Restorative Practices

### 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 28 to 30, 2017
<b>B2. DTSDE Review Type:</b>	District led review with outside Educational expert

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	The primary gap to be addressed is teacher planning, with a focus on questioning techniques to elicit discussion and debate, planning for targeted groups utilizing differentiated materials and scaffolded strategies, assessment, and closure of lesson.
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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>	From October 2018 to June 2019, 100% of classroom teachers will purposefully lesson plan, using the Balanced Literacy Model, Lucy Calkins strategies and materials to implement Writers Workshop in their daily instructional practices. The focus will be embedded questioning techniques to elicit discussion and debate, planning for targeted groups utilizing differentiated materials and scaffolded strategies, assessment and closure of lesson. resulting in a visible change in practice as evidenced by classroom observations.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teachers utilizing created check list for lesson plans, monitoring the four targeted areas. Formal and informal classroom observations. Professional Development staff sign in sheets.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
31-Jul-18	31-Jul-18	Classroom teachers will attend the Lucy Calkins training (includes how to plan for 4 areas).
5-Sep-18	25-Jun-19	Teachers will utilize a grade level standards based checklist (discuss at Grade Level, use for lesson planning).
5-Sep-18	25-Jun-19	Middle School grades, 6 - 8, will replace module planning and instruction with Readers and Writers workshop model.
Jul-18	Jun-19	Data Conversations and NWEA Reports (facilitated by NWEA)
5-Oct-18	Jul-19	Teachers will receive PD regarding the learning continuum and understanding NWEA norms.

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 28 to 30, 2017
<b>B2. DTSDE Review Type:</b>	District led review with outside Educational expert

<b>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</b>	The primary gap to be addressed is teacher planning, with a focus on questioning techniques to elicit discussion and debate, planning for targeted groups utilizing differentiated materials and scaffolded strategies, assessment, and closure of lesson.
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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>	From October 2018 to June 2019, 100% of classroom teachers will purposefully lesson plan, using the Balanced Literacy Model, Lucy Calkins strategies and materials to implement Writers Workshop in their daily instructional practices. The focus will be embedded questioning techniques to elicit discussion and debate, planning for targeted groups utilizing differentiated materials and scaffolded strategies, assessment and closure of lesson. resulting in a visible change in practice as evidenced by classroom observations.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teachers utilizing created check list for lesson plans, monitoring the four targeted areas. Formal and informal classroom observations. Professional Development staff sign in sheets. NWEA grade level benchmark norms.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Oct-18	Jul-19	Teacher decisions will reflect PD focused on the learning continuum for NWEA
Oct-18	Jul-19	Teacher teams will support each other in lesson planning, ensuring all 4 components are included in the plans
Sep-18	Jun-19	Teacher will be invited to conduct peer observations, to see if lesson plan prepared was implemented

## 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 28 to 30, 2017
<b>B2. DTSDE Review Type:</b>	District led review with outside Educational expert

<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>	According to our most recent DTSDE Review in November 2017 further work needs to be done to reduce behavior referrals and increase student attendance.
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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>	100% of classroom teachers will be provided learning opportunities to support students with social emotional coping skills so that students are engaged in their learning and focused on supporting a rigorous and safe learning environment. Resulting in a reduction of our total suspensions to less than 86 and increase our attendance from 89% ADA to 92% ADA or higher.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Monthly ADA data, behavior referrals, DASA Bullying Referral Sheets,

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jun-18	Jun-19	New student ambassadors wil welcome new students using a student developed protocol and procedures as they transition into our School #28 community.
Jul-18	Jun-19	Staff will continue to participate in restorative practice professional development.
Sep-18	Jun-19	Help Zone staff will conduct bi-weekly peace circles in Advisory classes, grades 7 and 8
Sep-18	Jun-19	Middle School students (grade 7 and 8) will use The 7 Skills of Highly Effective Teens workbook during Advisory Class
Sep-18	Jun-19	K-6 teachers will facilitate community building peace circles weekly in all classrooms.
Sep-18	Jun-19	Create a student-led School #28 Television Station to include daily annouements and community building messages.
Sep-18	Jun-19	Primary Project to support students in grades K-3 with Social Emotional Coping skills
Sep-18	Jun-19	Outside agencies including Big Brothers big Sisters, Center For Youth, Pathways to Peace, Pillars of Hope, Champion Academy will develop social emotional skills for targeted groups of students
Sep-18	Jun-19	Genesee Mental Health in the building to meet the needs of students who require additional services
Sep-18	Jun-19	Therapy dog in the building to support the calming of students who require this

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	November 28 to 30, 2017
<b>B2. DTSDE Review Type:</b>	District led review with outside Educational expert

<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>	Family engagement in traditional school events (Star Assembly, Open House, Conferences, Etc) has been limited. While these events will continue, the school community needs to continue to explore non-traditional methods to engage families. Feedback from district parents (as a whole) articulates a need for schools to listen and communicate with parents, and to design experiences that will improve and increase levels of parent engagement and involvement. These experiences will equip more parents to support student success. The recommendations point to a need to develop stronger mechanisms for not only reciprocal communication (asking parents what they need/want/are interested in) at the District and school level, but providing opportunities for parents to learn alongside the leaders and teachers. Evidence collected through the 16-17 school year also specifies a need for community partners to be included in District and school conversations, decision making and professional learning, thus resulting in more coherent, strategic relationships between the District and partners.
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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>	Improve families and community partners' experiences and interactions with Henry Hudson, #28 school, by implementing improved communication structures (DoJo) and invitational school practices as evidenced by an 80% positive response in focus group feedback and parent/community partner surveys.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent attendance at events. Parent participation in School #28 surveys.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-18	Jun-19	Continue ongoing parent training on the use of DOJO to reinforce family connections.
Jul-18	Jun-19	Professional development for teachers on building relationships with parents
Jul-18	Jun-19	Title 1 resources will be used to purchase supplies to develop a family engagement area.
Jul-18	Jun-19	Continue to expand our active PTO.
Jul-18	Jun-19	Support a PTO sponsored parent focus group to gather feedback regarding invitational practices
Jul-18	Jun-19	Add all school events to Class Dojo