

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010054
School Name:	Flower City School #54

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)



Contact Name	Lessie Hamilton-Rose	Title	Principal
Phone	585 254 2080	Email	LESSIE.HAMILTON-ROSE@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.

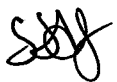
Implementation is required no later than the first day of regular student attendance.

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)	Locations(s)	Meeting Date(s)	Location(s)
September, 2017	School #54	February, 2018	School #54
October, 2017	School #54	March, 2018	School #54
November, 2017	School #54	April, 2018	School #54
December, 2017	School #54	May, 2018	School #54
January, 2018	School #54	June, 2018	School #54

Name	Title / Organization	Signature
Lessie Hamilton-Rose	Principal	<i>Lessie Hamilton-Rose</i>
Josephine Mayfield	Assistant Principal	<i>Josephine Mayfield</i>
Woodrow Hammond	Educational Consultant	Absent
Andrea Alston	Speech Language Pathologist	<i>Andrea Alston</i>
Olivia Smith	Grade 3	<i>Olivia Smith</i>
Tylynn Presha	Parent Liaison	<i>Tylynn Presha</i>
Larry Profetta	Head Custodian	Absent
Bobbie Willis	Parent Constituency	See Attached
Jessmarie Sanchez	Parent Constituency	See Attached
Erin Blaine	Intervention/Prevention Teacher	<i>Erin Blaine</i>
Michelle Killings	Intervention/Prevention Teacher	<i>Michelle Killings</i>

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 checked="" 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 type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

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

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").


- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input 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 checked="" 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 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 checked="" type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |

 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).

One of the most significant positive impacts was the piloting of the WONDERS reading series program. The reading program was piloted in third grade but the interest level expanded to teachers in grades one, four, five and six. The self contained teachers were also very interested in piloting the intervention materials, WONDER WORKS, for their students. Another positive impact was staff interest in becoming a Restorative Practices school to develop positive relationships with all students. Common planning time was used by teachers to collaborate and develop better communication to support student academic endeavors.

- 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.

The creation of student data binders to help promote parent participation and communication were focused on improving student achievement. Attendance incentives were practiced throughout the year with students to promote increased parent and student engagement. Grade level meetings were scheduled with the K-6 grade level teams to create common language around data and student data binders in preparation for the 2017-2018 school year.

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

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

One of the highlights for the 2018-2019 School Year at Flower City School #54 will be "First Year Implementation" of the WONDERS reading series program for every grade level as well as the intervention component, WONDER WORKS. Another highlight will be the implementation of Zearn Mathematics program at the school-wide level. Both of these programs will be supported with Professional Development for successful implementation.

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

Professional development for the implementation of the WONDERS reading series program. WONDERS materials are also required for the remainder of the staff who were not part of the piloted program. Professional development will also be needed to train teachers to use the Zearn program with fidelity in Math. In order to have continuous Professional development for teachers, substitute teachers are needed.

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

Mission statement: "Where students blossom to their fullest potential, expanding their horizons, as they discover the skills necessary for a lifetime of learning." In order for students to blossom to their fullest potential, they must be able to demonstrate essential skills to become lifelong learners. These essential skills are the ability to read, write and comprehend as well as understand and apply mathematical concepts. Our mission statement indicates that learning is a process where the appropriate support and encouragement given to our students will provide them with the necessary skills to become lifelong learners. Our guiding principle is the "Six Pillars of Character" traits (responsibility, trustworthiness, citizenship, caring, respect, and fairness) which supports and promotes positive citizenship needed for lifelong learning.

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

During the 2018-2019 school year, our target Average Daily Attendance goal is 93% to support our Superintendent's commendation. Our target for reduction in incidents or short term suspensions is 10% less for 2017-2018.

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

We will drive strategic implementation of the mission via staff meetings, Parent Teacher Student Organization (PTSO), School Based Planning Team (SBPT), grade level meetings, RTI, RTI/BIP Teams, and formal/informal observations.

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

The level of social and emotional distress exhibited by students last year indicates the urgency of additional supports required to meet the needs of many of our at-risk students currently in the building which needs affective domain support from our student support team members (school psychologist, social worker as well as outside agencies) . Increased individualized parent support is needed for student success. These additional supports are an additional full time social worker to help meet the needs of our at-risk students.

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

Teachers and school leaders will be provided several professional opportunities in the following areas: "Helping Traumatized Children Learn". We understand that many of our children come to school stricken with trauma. This training will increase awareness of trauma on learning, and create a trauma-sensitive initiative which can lead to a safe, supportive environment where students can advance their academic performance and achievement. Another professional development opportunity for teachers and school leaders will be the "Using the data from NWEA scores, Performance Based Assessments and Student Binders to Improve Data-Driven Instruction". The rationale for this opportunity is for teachers and students to become empowered and better understand where the strengths and weaknesses lie in improving assessments in ELA and Math. The ongoing professional development training for the WONDERS and ZEARN programs will also support student achievement on a schoolwide consistent basis.

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

Methods of dialogue to strengthen relationships with staff and the community are: face to face meetings, parent gatherings, robo-calls, emails, telephone calls, and regular mail.

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

The current plan will be made widely available to the public via our school website, regular face to face meetings, emails, robo-calls and telephone communication.

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. Implementing the
B1. Most Recent DTSDE Review Date:	January 11-13, 2017
B2. DTSDE Review Type:	IIT

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.	Contingent on a detailed assessment of needs to all stakeholders create SMART goals reflective of these findings. Strategies and activities would include: targeted professional development opportunities (scheduled) educationally scheduled focus walks and groups, clear articulation of instructional goals, and ongoing reviews and feedback.
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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.	Beginning in September 2018, all teachers and instructional support staff will meet on weekly or biweekly basis to plan, review, modify and implement instructional strategies as defined by our SCEP. The expectation is that no less than 70% of this group will participate. Discussions, review assessments and feedback will be provided monthly. Contingent on this data from this process appropriate instructional strategies will be created for applications. By October, 2018, the school leader should use the school's Spring 2018 NWEA data to determine if the intervention prevention services , as a school community, has led to increased academic achievement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	With a focus on rituals and routines taking place in September, 2018, we will establish our yearly instructional agenda based on our SMART goals. Agenda driven grade level meetings will occur weekly. To assist with effective instructional planning, the following activities will be made available; creation of data walls, student data binders, ongoing communication to our parents, and expansion of our community partnerships.

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.
September, 2018	June, 2019	Rituals and routines, the entire school will focus on classroom and school-wide procedures.
September, 2018	June, 2019	Artifact created to notify staff of monthly grade level instructional topics. Calendar to mark PD dates, focus walks and monthly target goals.
September, 2018	June, 2019	Administrators will facilitate PD on Superintendent's day on Data Notebooks regarding content, goals and usage.
September, 2018	June, 2019	Administrators will share focus walk calendar with specific elements for school staff.
September, 2018	June, 2019	Grade level team meetings and vertical team meetings will utilize feedback from focus walks to modify their instruction
October, 2018	June, 2019	Students will use their student data binders to conduct student led conferences at least twice a year.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: As we review the district's core values of Equity, Relational capacity, Innovation, Coherence, and Accountability (ERICA), the school will incorporate these values to align with methods, practices and techniques necessary to accompany the current rigorous and coherent curricula and assessments. These rigorous, coherent curricula and assessments are appropriately aligned to the
B1. Most Recent DTSDE Review Date:	January 11-13, 2017
B2. DTSDE Review Type:	IIT

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 school leaders with the content area directors, instructional support staff and teachers should ensure that all teachers understand how to analyze student performance data, including NWEA assessment data, to impact lesson planning for differentiated small group instruction. Plans will include distinctive modifications based on formative and/or summative assessment data to make curriculum equitable for different levels/groups of learners (i.e., below, approaching or at, or above grade level expectations). School leaders will schedule, monitor and attend weekly grade level meetings. Grade level meetings will focus on monthly reviews of student data, daily learning targets and how the learning targets align with the standards and formative assessments. Teachers will include all of these elements in their lesson plans to monitor student progress.
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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.	During the 2018-2019 school year, teachers will plan modified instructional strategies (or learning tasks) to provide for differentiated learning experiences for each learner by utilizing various data points. All teaching staff will utilize lesson plan elements that incorporate learning targets, formative assessments, data and Common Core Learning Standards. This will be measured by conducting peer focus walks and administrative monthly reviews.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	The following leading indicators will be implemented to monitor progress toward the SMART goals, including but not limited to: NWEA, Fountas & Pennell Reading Levels, Wonders assessment, Lexia, Compass, and progress monitoring data (specifically aligned to student needs).

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
September, 2018	June, 2019	Teachers will use the data gathered to create lesson plans that align with increasing student achievement, engage in vertical teaching and provide feedback and differentiation.
September, 2018	June, 2019	Teachers will maintain functional student data in student performance data binders. Individual student data binders should be readily accessible in the classroom.
September, 2018	June, 2019	Administrators will establish a consistent data process/protocol for grade level teams to follow in order to plan small group instruction.
August, 2018	May, 2019	Professional development will be offered to all staff members to address how to analyze and apply student performance data to plan for differentiated instruction and to provide for varied instructional groupings.
September, 2018	May, 2019	Administrators will ensure that teachers include differentiated instruction via observations and lesson plans.

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:	January 11-13, 2017
B2. DTSDE Review Type:	IIT

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 state led review in January 2017, reviewers observed no differentiation of the instruction in their classroom visits. As a result, students have limited opportunities to receive instruction on their respective skill level.
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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.	From September 2018 to May 2019, 25% of classroom teachers will deliver a minimum of 60 x 5 ELA or math lessons each week in which teachers will group their students based on their respective skill level according to the most recent NWEA data.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Create monthly classroom visit schedule bt administration, create classroom visitation protocol, and schedule time for Grade Level Team to meet with administration monthly to share findings, provide data and a template to share information gathered for the entire staff.	
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.
September, 2018	October, 2018	Teachers will administer Fall NWEA.
September, 2018	October, 2019	Teachers will analyze NWEA data and create homogenous groups based on skill level.
October, 2018	October, 2019	Teachers will create center activities.
October, 2018	December, 2019	Teachers will deliver differentiated instruction in learning center groups based on skill level.
October, 2018	December, 2019	Teachers will progress monitor students and determine if any shifts need to be made in instruction and/or grouping.
January, 2019	January, 2019	Teachers will administer Winter NWEA.
January, 2019	January, 2019	Teachers will analyze NWEA data and modify homogenous groups based on skill level.
January, 2019	March, 2019	Teachers will deliver differentiated instruction in learning center groups based on skill level.
January, 2019	May, 2019	Teachers will progress monitor students and determine if any shifts need to be made in instruction and/or grouping.
May, 2019	June, 2019	Teachers will administer Spring NWEA.

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:	January 11-13. 2017
B2. DTSDE Review Type:	IIT

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 state led review in January 2017, reviewers found that there was no monitoring process set up to ensure that behavioral referrals were entered into the school's preferred electronic system. As a result, this limited the ability of staff to identify students who may be experiencing social, emotional, or behavioral issues.
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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.	70% of teaching staff will ensure that all student behavior referrals are entered into the school's preferred electronic system.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Administration will send out surveys quarterly for teachers to share the number of students participating in character counts celebrations and share results with SBPT in Sept. and Jan. for review, monitor effectiveness and make adjustments. Any child that accumulates three disciplinary referrals within a month will be identified by the RTI team, leading to an inquiry by the RTI team with that child's teachers and family.

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.
July, 2018	September, 2018	Adopt an electronic system for entering disciplinary referrals.
August, 2018	September, 2019	Provide training to teachers on how to use the system.
September, 2018	June, 2019	RTI team will conference with teachers of students who have three referrals within a month to find strategies to help social, emotional, and/or behavioral needs.
September, 2018	June, 2019	Surveys will be used twice a year to capture staff participation in Character Counts and shared with SBPT for further recommendations.
September, 2018	June, 2019	Opportunities for Restorative Justice Training will be turnkeyed throughout the 2018-19 school year.
September, 2018	June, 2019	Student data binders will include SMART goal setting activities for the Six Pillars of Character.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Incorporating the District's core values of Equity, Relational capacity,
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	IIT

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 state led review in January 2017, the review team found that the school does not maximize opportunities for reciprocal communication with families, particularly in sharing data with parents. As a result, parents do not know and/or understand how well their children are performing or how they can help them at home.
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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.	35% of the parents at school #54 will partake in school-wide professional development and or evening events designed to build a culture of partnerships with families and community members, specifically to explain NWEA data assessments and strategies which may be used at home to help each child academically. This will be measured through parent feedback surveys detailing key components of the school's mission statement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Communication Vehicles: Student Data Binders will be used as a three way point of contact among students, teachers and parents. In addition, Student agendas/Planners/Classroom Newsletters/Robo Calls/ Flyers and several evening events etc.. will facilitate contact among students, teachers and parents. The School Leader will solicit best practices from teachers that have shown to be successful with reciprocal parental communication and develop a formalized system to track all forms of contact with parents, families and community members.

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.
September, 2018	June, 2019	Classroom teachers will create a section in student data binder for social emotional growth ie: character counts.
September, 2018	June, 2019	The Parent Liaison and PTSO President will create surveys to be administered during school-wide activities.
September, 2018	June, 2019	The Parent Liaison and PTSO President will have a table for open recruitment of parents for the PTSO.
September, 2018	June, 2019	The classroom teacher will send the student planner's home daily with communication for the parents.
September, 2018	June, 2019	The classroom teacher will utilize student data binders to drive student led conferences.
September, 2018	June, 2019	Student Data Binders will be utilized school wide as a communication vehicle to support student academic progress and social-emotional growth between parent's students and teachers.
September, 2018	June, 2019	Restorative Justice Training/Training for parents and staff.
September, 2018	June, 2019	Code of conduct review with teachers, parents and students.
September, 2018	June, 2019	Classroom teachers will communicate academic targets to parents with monthly classroom newsletters.
October, 2018	June, 2019	Fall, winter and spring Parent Data Nights which will coordinate with the NWEA assessment dates.