

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
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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

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)
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 RepresentativePTO	
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

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

Limited Degree (Fewer than 20% of goals were achieved.)

Partial Degree (Fewer than 50% of goals were achieved.)

Moderate Degree (At least 50% of goals were achieved.)

Major Degree (At least 90% of goals were achieved.)

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

Limited Degree (Fewer than 20% of activities were carried out.)

Partial Degree (Fewer than 50% of activities were carried out.)

Moderate Degree (At least 50% of activities were carried out.)

Major Degree (At least 90% of activities were carried out.)

ate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an

Limited Degree (No identified subgroups improved achievement.)

Partial Degree (Some of the identified subgroups improved achievement.)

Moderate Degree (A majority of identified subgroups improved achievement.)

Major Degree (All identified subgroups improved achievement.)

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

Limited Degree (There was no increase in the level of Parent Engagement.)

Partial Degree (There was a minor increase in the level of Parent Engagement.)

Moderate Degree (There was modest increase in the level of Parent Engagement.)

Major Degree (There was a significant increase in the level of Parent Engagement.)

ate 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

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

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

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- 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

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

- 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

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:	November 28 to 30, 2017
B2. DTSDE Review Type:	District led review with outside Educational expert

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	According to the DTSDE review from November, 2017 and evidenced from classroom walkthrough data, it is determined that there is a lack school wide focus on specific elements of lesson planning (small group, closure, etc). As a result of teachers not focusing on elements of lesson planning there is disengagement with students and low student achievement.
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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 February 2019 to June of 2020, 100% of the classrooms will receive a minimum of one informal walkthrough every two weeks focused on one of the targeted elements of lesson planning by administration and receive feedback by the end of the week.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor	Building-wide tracking system to monitor school progress on targeted elements of lesson planning. Formal and informal classroom observations .

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.
February 1, 2019	31-Mar-20	School leaders will facilitate discussion during Pre-observation conferences, focusing on the four targeted areas, ensuring teachers are planning for effective instruction.
1-Feb-19	30-Jun-20	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 lesson plan checklist to be shared with teaching staff that includes all of the elements expected on a content area lesson before the start of school in September. They will be differentiated to include the bilingual program and the ASD program.
1-Feb-19	30-Apr-20	School leaders will provide updated lesson planning data every two months, via staff bulletins.
1-Feb-19	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).
September 1, 2019	June 2020	Administration will make sure that lesson/curriculum is being told to parents so they are consistently updated on what their kids are learning

July 2019	June 2020	Administration will provide training to teachers for the expected use of academic programs
July 2019	August 2020	Administration will investigate the fiscal viability of providing tutoring afterschool or homework help during the school day
September 2019	June 2020	Provide staff opportunities to do peer "Learning Walks"
September 2019	June 2020	Administration will provide opportunities for staff and grade levels to work together to do in-depth planning
September 2019	June 2020	Administration will provide opportunities for staff to collaborate and view other teacher generated lesson plan templates/instruction
September 2019	June 2020	Administration will make sure Class Dojo is used with fidelity amongst all staff and provide alternative ways to disseminate information for parents who do not use it.
September 2019	June 2020	Administration will support integration opportunities between bilingual and monolingual classrooms.
September 2019	June 2020	Administration will provide a sub so that each teacher has a time to meet and conference with parents
September 2019	June 2020	According to the receivership hearing, administration will work with Central Office departments to ensure quality services are being delivered; including transportation, food service and The Office of Professional Development.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	November 28 to 30, 2017
B2. DTSDE Review Type:	District led review with outside Educational expert

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 DTSDE review from November, 2017 and evidenced from classroom walkthrough data, it is determined that there is a lack of school-wide focus on two specific elements of lesson planning (small group instruction for differentiation and closure that reviews the learning targets) in all content areas. This results in inconsistent student performance between classes at the same grade level and vertical performances.
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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.	By June of 2020, 100% of instructional staff will write standards based lesson with a focus on the two specific elements (small group instruction for differentiation and closure that reviews the learning targets), as evidenced by lesson plan evaluation led by administration, central office directors, and student achievement data on progress monitoring, benchmark testing, and state and assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers utilizing created check list for lesson plans, monitoring the four targeted areas. Formal and informal classroom observations. Professional Development staff sign in sheets.

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
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.
August 2019	June 2020	Engage central office IT staff to come and support the school in instructional technology providing PDs and support at grade-levels.
August 2019	June 2020	Continue and enhance project based learning opportunities.
September 2019	June 2020	Investigate math interventions to support our continued growth.
August 2019	June 2020	Core-language instruction in ELA using our balanced literacy model.
July 2018	August 2019	Summer learning PD designed for face-to-face and/or eLearning.

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:	November 28 to 30, 2017
B2. DTSDE Review Type:	District led review with outside Educational expert

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 DTSDE review from November, 2017 and evidenced from classroom walkthrough data, it is determined that teachers are not providing students with instructional feedback in all content areas through the expected use of checklists, rubrics, verbal conferences, or written feedback on student work. Therefore, students are not receiving the feedback needed to improved academic performance. This results in not all students receiving the feedback needed to improve their performance.
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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.	By June of 2020, 100% of instructional staff will utilize practices that embed Hattie’s elements of quality instructional feedback, focusing on the elements of task, process and self-regulation, as evidenced by walk through data, formal and informal observations, and posted work that is monitored by administration, central office directors, and student achievement data on progress monitoring, benchmark testing, and state and assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	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.

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.
Oct-18	Jul-19	Teacher decisions will reflect PD focused on the learning contium 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
Septmber 2019	June 2020	Increase intervention support to include math and bilingual.
Septmber 2019	June 2020	More consistency with technology being involved in the classroom.
Septmber 2019	June 2020	Investigate using <i>The Leader in Me</i> as a school-wide SEL initiative.
August 2019	June 2020	Vertical teams will meet to share plans, ideas and best practices around lesson planning.
September 2019	June 2020	All classroom teachers will utilize Class DOJO to engage parents in two way communication.
Jul-19	Jun-20	our K-2 bilingual classrooms

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:		November 28 to 30, 2017
B2. DTSDE Review Type:		District led review with outside Educational expert
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		According to the DTSDE review from November, 2017 and evidenced from suspension data, out of classroom referral data, and chronically absent student data, it is determined that staff need to improve their understanding of restorative practices and social emotional learning strategies to increase student engagement and time on task. This lack of building wide understanding results in poor academic achievement and attendance.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable,		By June of 2020, 100% of building staff will be provided learning opportunities to support students with social emotional coping skills and implement that learning so that it results in a reduction of our total suspensions from the previous school year (91 total suspensions in 2017-2018 school year) down to 86 and decreases our severely chronic attendance numbers (37.9% in the 2017-2018 school year), to less than 35%.
D2. Leading Indicator(s): Identify the specific		Monthly ADA data, behavior referrals, DASA Bullying Referral Sheets,
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.
Jun-18	Jun-19	New student ambassadors will 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 announcements 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 support 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-20	Therapy dog in the building to support students and staff.
Sep-18	Jun-20	Attendance committee will expand to include instructional staff, and create a protocol for sharing data and teacher referrals as well as offering attendance incentives.
August 2019	June 2020	Investigate resources for youth who do not sufficiently benefit from Restorative Practices/Help Zone/Suspension – ie students in crisis/trauma, needs to start in kindergarten
August 2019	June 2020	Teachers will be trained in restorative practices that include morning circle time/5 min. check in 7th/8th
August 2019	Jun 2020	Positive phone calls home as well as soliciting suggestions from parents on ways the school can best support their child
Sept 2019	June 2020	Initiate a student peer attendance buddy system – to encourage attendance
Sept 2019	June 2020	Create a master list of all current services/programs in the school and share with all stakeholders
Sept 2019	June 2020	Integration opportunities for ASD students to Gen Ed and reciprocal (have a buddy/Integration opportunities)
Sept 2019	June 2020	Ensure ASD student representation in school-wide events (music, history, etc)
October 2019	May 2020	Parent liason will provide eight parent education meetings/workshops (October - May)

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.
B1. Most Recent DTSDE Review Date:	November 28 to 30, 2017
B2. DTSDE Review Type:	District led review with outside Educational expert

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 DTSDE review from November, 2017 and evidenced from parent surveys, conversations and survey data, it is determined that there is a lack of school-wide compliance with the Class Dojo tool and an invitational experience starting with the main office and extending into the classroom. This results in inconsistent parent engagement and participation in two way communication.
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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.	By June of 2020, a minimum of 75% of school staff will be trained and expected to implement invitational practices and Class Dojo on a daily basis, as evidenced by school/parent surveys, sign in sheets at the PD sessions, and the monitoring of Class Dojo data on a monthly basis by the instructional learning team.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent attendance at events. Parent participation in School #28 surveys.

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.
Aug-18	Jun-20	Continue ongoing parent training on the use of DOJO to reinforce family connections.
Jul-18	Jun-20	Provide professional development for staff in the following areas; positive parent engagement, class DoJo, student academic performance, Invitational Practices
Jul-18	Jun-20	Title 1 resources will be used to purchase supplies to develop a family engagement area.
Jul-18	Jun-20	Continue to expand our active PTO (encouraging ride shares, uniform swaps, fundraising, community based activities and other activities).
Jul-18	Jun-20	Support a PTO sponsored parent focus group to gather feedback regarding invitational practices
Nov-19	Nov-19	Provide an opportunity for teachers to hear the parent's perspective.
Septmber 2019	Jun-20	Ensure parents have access to IT sign-ins and passwords.
Septmber 2019	Jun-20	Incorporate more outside of school reading/learning at home.
Septmber 2019	Jun-20	All teachers will use DOJO to communicate with parents about homework.
Septmber 2019	Jun-20	through newsletters, face-to-face events, and on our website.

Septmber 2019	Jun-20	Continue to engage with community partnerships such as Big Brother/Big Sisters and East High TLI Program
Septmber 2019	Jun-20	Investigate expanding donations to include food and uniforms.
Septmber 2019	Jun-20	through newsletters, parent events, website, DoJo, focus walls, and regular contact.
July 2019	August 2019	explore potional space to dedicate for parents