

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010033
School Name:	John James Audubon School No. 33

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Larry Ellison	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:

X

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.

X

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.

X

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

X

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) .

X

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

X

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)
18--Sep	Room B310	19-Feb	Room B310
18--Oct	Room B310	19-Mar	Room B310
18--Nov	Room B310	19-Apr	Room B310
18--Dec	Room B310	19-May	Room B310
19--Jan	Room B310	19-Jun	Room B310

Name	Title / Organization		Signature
Vanessa Brumaghim	Teacher		
Sara Anne Devine	Teacher		
Michelle Fayett	Teacher		
Valerie Dingman	Teacher		
Jennifer Barrett	Teacher		
Eric Bolzner	Teacher		
Andrea Foos	Teacher		
Mai Lan Pelliccia	Teacher		
Angelique DeLorme	Teacher		
Fabian Serventi	Teacher		
Patricia Battista	Teacher		
Stephanie Smith	Teacher		
Rebecca Nagar	Teacher		
Leticia Ontiveros	Teacher		
Mark Phinney	Teacher		
Deborah Lyon	Libraian		
Gwendolyn Fisher	Social Worker		
Andrea Gorkin	Paraprofessional		
Nancy Springett	SSO		
Loretta Cross	Parent		
Joe DiFore	Parent		
Yohana Gonzalez	Parent		
Robert Moses	Community		
Kevin White	Community		
Margaret Brazwell	Academic Director		
Joan Arthur	Assistant Principal		
Theodora Waters	Assistant Principal		

School Leadership Team

Kathie Mykins	Assistant Principal	
Pamela Carlton	CASE	
Larry Ellison	Principal	

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 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 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

x

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).

Teachers worked collaboratively to review the data and group children with similar needs to strengthen ELA and math skills. This involved co-planning and meeting regularly, including weekly grade-level meetings to assure student growth occurred. Weekly grade level meetings focused on, but not limited to, student engagement, differentiation of instruction, inquiry based questions, planning for results, and implementing Common Core Learning Standards.

- 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.

School leaders have taken specific data (NWEA and NYS Test Results) via grade levels, targeted it specifically for the student and then designed student-centered instruction for improved outcomes.

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

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

Implementation of the CCLS and reading, writing and math curriculums that leads to student engagement, differentiation and higher order questioning.

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

School needs to be: 1) staffed with appropriate human resources on or before Sept 1st; 2) provided with adequate funds for instructional resources; 3) allotted time for professional development to address curriculums implementation, differentiated instruction and higher order questioning.

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

The mission of the school is to educate all students to their highest levels of performance, in effectively managed learning environments that are safe, productive, inclusive, and student-centered, in collaboration with families and community partners. The relationship between the mission and the needs of the school as both seek to have quality learners in this life long journey.

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

Students in grades 3-6 will increase proficiency by 10% in ELA & Math on the NYS ELA and Math Exams by the end of the school year; Increase average daily attendance in grades k-6 by 2%; 85% of students will respond on a survey that they feel safe in school; 95% of the teachers will engage reciprocally with parents.

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

School structures that are in place that support strategic implementation of the mission include, but not limited to, the following: SBPT, Leadership Team, Grade Level Teams, Administrative Team, Dual Language Council, Health and Wellness Team, SWPBS Team, Parent-Teacher Organization, and Community Partners.

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

School staffing in a timely manner is not in place; Adequate funds for curriculum, supplies and other resources; Limited common planning time and resources among teachers in grades K-6 needed to plan and implement the reading, writing and math curriculums; Scheduling and providing professional development opportunities that will allow for teachers K-6 to discuss and plan to achieve the goals.

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

Contractually, professional development is not mandatory. Teachers will be provided with an incentive(s) to attend district-wide PD offerings, Early Dismissal Freidays, and Superintendent's Conference Days.

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

1) Staff meetings; 2) SBPT meetings; 3) PTA meetings; 4) Community Partnership Meetings; 5) Weekly Bulletins; 5) School webpage; 6) Robo calls; 7) Parent-Teacher Conferences; 8) School assemblies; 9) Correspondence to parents.

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

School webpage; Copies available in the parent room, community library, and copies available upon request of parents and community members.

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:	1/17/2018	
B2. DTSDE Review Type:	IIT-Led Review	
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	Based on the DTSDE Review in January 2017, pacing and sequence calendars were not being followed. As a result, students were not being exposed to necessary materials in ELA and math which contributed to inadequate growth as measured by NYS ELA and math tests.	
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 2019, 90% of classroom teachers shall implement curriculum per pacing charts and sequence calendars, as evidenced by walkthroughs, observations and lesson plans. By June 2019, decrease ELA performance Level 1 by over the next three years by 9% (18-19=1%; 19-20=3%; 20-21=5%) as evidenced by the NYS test. By June 2021, decrease math performance Level 1 by 9% (18-19=1%; 19-20=3%; 20-21=5%) as evidenced by the NYS test.	
D2. Leading Indicator(s): Identify the specific	School Leaders Walkthroughs and Observations (Formal, Informal); Lesson Plans	
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	30-Aug	School leaders will obtain (August) a copy of the pacing chart and sequence calendar in the areas of ELA and math.
Sep-18	18-Sep	School leaders will meet (September) with the school staff to distribute and discuss pacing charts and sequence calendars expectations.
Aug-18	30-Aug	School leaders will meet (September) with registrar to complete master schedule capturing common planning time for grade levels to meet about the pacing chart and sequence calendar and other relevant instructional subjects.
Sep-18	25-Jun	Teachers will implement daily the Collaborative Literacy and Engage NY Modules Curriculums fidelity.
Sep-18	19-Jun	School leaders will conduct weekly classroom visits to progress monitor the pacing of lessons in ELA and math.
Sep-18	19-Jun	School leaders will monitor (weekly) the pacing of the ELA and math curriculums through classroom walkthroughs and collection of lesson plans.
Sep-18	15-Jun	Teachers will administer the NWEA reading and math assessments three times per year.

Sep-18	30-Sep	School leaders will send (September) correspondence to parents about the need for improvement in both English and Spanish.
Mar-19	26-Mar	School leders will invite (first semester) Cohort 1 schools as guests to speak to the CET and/or SBPT about there successes.
Nov-18	19-Jun	School leaders will collate the leading indicators data quarterly so that the data is in a format that can be reviewed and analyzed to determine the progress towards the goal.
15-Nov	19-Jun	School leaders and grade level chairs/CET will meet monthly to determine the progress towards the goal, and to receive recommended adjustments if the plan is not progressing as projected.
16-Nov	19-Jun	School leaders and grade level chairs/CET will meet with the SBPT quarterly and provide an update regarding the school's progress towards goal, and to receive recommended adjustments if the plan is not progressing as projected.
TBD	TBD	School leaders and SBPT will provide a quarterly report to the District Accountability Department summarizing the progress working towards the goal, and to receive recommended adjustments if the plan is not progressing as projected.

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:	17-Jan
B2. DTSDE Review Type:	IIT-Led Review

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.	Based on the DTSDE review in January 2017, lesson plans did not consistently reflect learning strategies to address various instructional levels of students in ELA (Collaborative Literacy) and math (Engage NY Modules). Lesson plans did not include higher order questions for each instructional group of students in a classroom. As a result, all students were not fully engaged, as the lessons planned were geared toward teaching students as if they were all alike, ELA and math lessons lacked differentiation.
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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 2019, a minimum of 90% of teacher lesson plans will include distinct differentiated groups, each with a corresponding higher order thinking question in ELA and math, as evidenced by lesson plan reviews.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Lesson Plan Review; School Leaders Walkthroughs and Observations (Formal, Informal)

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
16-Aug	16-Aug	School leaders will develop a lesson planning template that reflects various student groups and a higher order question for each group.
4-Sep	4-Sep	School leaders will present to staff the lesson plan template.
16-Nov	19-Jun	School leaders will collate leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed to determine the progress toward achieving the goal.
27-Aug	30-Aug	School leaders, curriculum directors and teacher leaders will conduct (first semester) professional development with a focus on planning enrichment ELA and math lessons, and accompanying assessments.
18-Nov	19-Jun	School leaders will provide quarterly feedback to grade level chairs about the progress towards the goal, and to receive recommended adjustments if the plan is not progressing as projected.
5-Nov	20-Jun	School leaders and grade level chairs/CET will provide a quarterly report to the SBPT summarizing the progress working toward the goal, and to receive recommended adjustments if the plan is not progressing as projected.
TBD	TBD	School leaders and SBPT will provide a quarterly report to the the Accountability Department summarizing the progress working towards the goal, and to receive recommended adjustments if the plan is not progressing as projected.

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:	17-Jan
B2. DTSDE Review Type:	IIT-Led Review

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.	Based on the DTSDE review in January 2017, the use of learning targets for ELA and math were not consistently used in all lessons. As a result, student did not fully understand the instructional focus of the lesson and how activities "success criteria" will be used to measure their understanding of the learning targets.
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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 2019, 90% of classroom teachers will show evidence of learning targets and success criteria for measuring the students' understanding of the learning target, as evidenced by lessons plans, walkthroughs, formal and informal observations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	School Leaders Walkthroughs and Observations (Formal, Informal); Lesson Plans

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.
23-Jul	29-Aug	School leaders and teachers will attend summer professional development with the focus on the Collaborative Literacy Curriculum.
18-Aug	18-Aug	School leaders will develop a protocol for progress monitoring learning targets and success criteria.
18-Sep	18-Sep	School leaders will present to the staff the protocol that will be used to progress monitor learning targets and success criteria.
3-Sep	12-Jun	Teachers will use common planning time set forth in the master schedule to meet (including reading and intervention teachers) to plan regarding accomplishing the goal and other relevant instructional subjects.
18-Sep	19-Jun	School leaders will conduct walkthrough visits to classrooms with a focus on the progress monitoring learning targets and students' feedback in relationship to the success criteria.
27-Aug	24-Apr	SBPT Professional Development Committee will meet quarterly to discuss the professional development plans for Superintendent Conference Days and on the the half day Early Dismissal Fridays, and present to the SBPT to receive recommended adjustments if needed.
18-Nov	19-Jun	School leaders will collate leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed to determine the progress towards the goal.
18-Nov	19-Jun	School leaders and grade level chairs/CET will meet quarterly to review the progress towards the goal, and to receive recommended adjustments if the plan is not progressing as projected.

18-Nov	19-Jun	School leaders and grade level chairs/CET will provide quarterly feedback to the SBPT about the progress towards the goal, and to receive recommended adjustments if the plan is not progressing as projected.
TBD	TBD	School leaders and SBPT will provide a quarterly report to the District Accountability Department (upon request) summarizing the progress working towards the goal, and to receive recommended adjustments if the plan is not progressing as projected.

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:	17-Jan	
B2. DTSDE Review Type:	IIT-Led Review	
C1. Gap Statement: Create a clear and concise statement that addresses the primary	Based on the DTSDE review in January 2017, there was not a social and emotional curriculum in the school to address students' social, emotioal needs. As a result, suspensions increased.	
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal	By June 2019, there will be a decrease over a three year period by 9% (18-19=1%; 19-20=3%; 20-21=5%) in student suspensions, as evidenced by the SPA suspension data.	
D2. Leading Indicator(s): Identify the specific	SPA Suspension Report	
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.
4-Sep	11-Jun	School-wide Positive Behavior Support (SWPBS) team consisting of teachers and administrators will meet weekly to discuss methods to progress monitor incentives for students.
4-Sep	7-Sep	SWPBS Team will develop and distribute the student behavior expectations matrix charts (September) to teachers to review with students indicating behavior expectations in the classrooms, hallways and cafeteria.
4-Sep	7-Sep	SWPBS Team will post matrix chart (September) throughout school building.
4-Sep	7-Sep	SWPBS Team and students will develop SOAR Pledge that will be recited daily as a school family.
4-Sep	7-Sep	SWPBS team will present (September) to the school staff on the support SWPBS will offer to students.
17-Sep	10-Jun	SWPBS Team will meet weekly to discuss SOAR matrix, incentives for students, and plan events for the school year.
7-Sep	10-Jun	School leaders and teachers will issue SOAR tickets to students doing the right thing. Tickets will be traded in where primary students can participate in a monthly activity and intermediate students can trade tickets in to purchase items from the SOAR store each month.
9-Oct	26-Apr	School leaders and teachers will attend two professional development sessions with a focus on restorative practices during school year on either Superintendent Conference Days and/or on Early Dismissal Fridays.
1-Oct	12-Dec	Teachers will attend monthly professional development sessions with a focus on Trauma Informed Classrooms delivered by St. John Fisher College professors.
10-Sep	17-Jun	School leaders refer students (daily if needed) to Cool Down room to engage in mediation sessions to work with a counselor during school year.
28-Sep	25-Jun	School leaders submit monthly office disciplinary referrals reports to the principal to review and analyze the data to compare trends from previous school years.
27-Sep	13-Jun	Teachers meet monthly with recess coordinator to discuss & identify activities and implement recess activities to support students' socializing with each other in a productive manner.
15-Oct	7-Jun	School leaders, teachers and students form student council to meet biweekly to obtain student voice regarding school environment/climate.
18-Dec	15-May	School leaders will collate leading indicator data bi-annully so that the data is in a format that can be reviewed and analyzed to determine the progress towards the goal.
23-Jan	7-May	School leaders and CET will meet monthly to review the progress toward the goal, and to receive recommended adjustments if the plan is not progressing as projected.

4-Mar	3-Jun	School leaders and CET will provide monthly feedback to the SBPT about the progress towards the goal, and to receive recommended adjustments if the plan is not progressing as projected.
TBD	TBD	School leaders and SBPT will provide a quarterly report to the District Accountability Department summarizing the progress working towards the goal, and to receive recommended adjustments if the plan is not progressing as projected.

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:	17-Jan	
B2. DTSDE Review Type:	IIT-Led Review	
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement	Based on the DTSDE review in January 2017, student attendance can improve. Per the district guidelines, there are 240 students identified as chronically absent, 123 identified as severely chronically absent (total 369), and 6 no shows. As a result, there is a need to reduce the number of absences that fall within these three categories.	
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal	By June 2019, the rate of chronic student absenteeism will decrease by over the next three years by 9% (18-19=1%; 19-20=3%; 20-21=5%) as measured by the year-end SPA attendance report.	
D2. Leading Indicator(s): Identify the specific	Monthly student SPA attendance report	
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.
17-Sep	14-Jun	Attendance committee consisting of parent liaison, home school assistant, clerical, social workers, and principal will meet weekly to progress monitor chronic student absenteeism.
24-Sep	14-Jun	Attendance committee will outreach to parents weekly via written correspondence, telephone calls, texts, and/or home visits.
30-Sep	12-Jun	Attendance committee will use monthly incentives (e.g., certificates, bracelets, bumper stickers, PA announcements, photos in showcase) to recognize students' perfect attendance accomplishment.
24-Jan	12-Jun	Attendance committee will recognize students with perfect attendance and their parents by hosting two breakfast pizza annual morning events.
19-Sep	14-May	Attendance committee will participate in monthly district level Attendance Blitz.
30-Sep	19-Jun	Attendance committee will work in conjunction with administrators to make referrals to CPS monthly on an as needed basis.
9-Sep	7-Jun	School leader will develop multi-mode communications when sending monthly school related events correspondence and robo calls to students' parents in both English and Spanish.
23-Sep	17-May	School leaders to meet monthly with PTA officers to discuss parent workshops during the school year (including on student attendance).
18-Nov	11-Jun	School leaders will meet monthly to collate chronic student absenteeism data so that the data is in a format that can be reviewed and analyzed to determine the progress towards the goal.
13-Nov	28-May	School leader will meet quarterly with the grade level chairs/CET to provide feedback about the progress towards the goal, and make adjustments if the plan is not progressing as projected.
18-Nov	19-Jun	School leaders and grade level chairs/CET will provide quarterly feedback to the SBPT about the progress towards the goal, and to receive recommended adjustments if the plan is not progressing as projected.
TBD	TBD	School leaders and SBPT will provide a quarterly report to the District Accountability Department (upon request) summarizing the progress working towards the attendance goal, and to receive recommended adjustments if the plan is not progressing as projected.