

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)

Larry Ellison	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

Superintendent		Barbara Deane-Williams	31-Jul-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	31-Jul-18

WORKING DOCUMENT
18-19 

Statement of Assurances

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

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

- 2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

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

- 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

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

- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Location(s)	Meeting Date(s)	Location(s)
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	Vanessa Brumaghim
Sara Anne Devine	Teacher	Sara Anne Devine
Michelle Fayett	Teacher	Michelle Fayett
Valerie Dingman	Teacher	Valerie Dingman
Jennifer Barrett	Teacher	Jennifer Barrett
Eric Bolzner	Teacher	Eric Bolzner
Andrea Foos	Teacher	Andrea Foos
Mai Lan Pelliccia	Teacher	Mai Lan Pelliccia
Angelique DeLorme	Teacher	Angelique DeLorme
Fabian Serventi	Teacher	Fabian Serventi
Patricia Battista	Teacher	Patricia Battista
Stephanie Smith	Teacher	Stephanie Smith
Rebecca Nagar	Teacher	Rebecca Nagar
Leticia Ontiveros	Teacher	Leticia Ontiveros
Mark Phinney	Teacher	Mark Phinney
Deborah Lyon	Librarian	Deborah Lyon
Gwendolyn Fisher	Social Worker	Gwendolyn Fisher
Andrea Gorkin	Paraprofessional	Andrea B. Gorkin
Loretta Cross	Parent	Loretta Cross
Doreen Young	Parent	N/A
Joe DiFore	Parent	N/A
Yohana Gonzalez	Parent	Yohana Gonzalez
Robert Moses	Community	Robert Moses
Kevin White	Community	Kevin White
Margaret Brazwell	Academic Director	Margaret Brazwell
Joan Arthur	Assistant Principal	Joan Arthur
Theodora Waters	Assistant Principal	Theodora Waters
Kathie Mykins	Assistant Principal	Kathie Mykins
Pamela Carlton	CASE	Pamela Carlton

School Leadership Team

Nancy Springett		<i>Nancy Springett</i> <i>Larry Ellison</i>
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 |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |

x 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 Fridays, 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
B1. Most Recent DTSDE Review Date: This should reflect the date of the most recent report that resulted from the NYSED IIT, DIIR, or District Led Review.	1/17/2018
B2. DTSDE Review Type: Integrated Intervention Team (IIT or NYSED Led) OR District Led with Outside Educational Expert OR Demonstrable Improvement Indicator Review (DIIR)	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.	Through the completion of the State-Led DTSDE Review process in January 2017, it was determined that the school did not accomplish academic, attendance and behavioral goals of the school that were identified in the SCEP plan. The school established systems for collecting leading indicator data for the goals, however, the school focused on determining if the actions in the plan were being implemented rather than examining leading indicator data to determine if there was progress toward achieving the goals.
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, the school will achieve the following goals: 10% baseline increase in the area of reading; 10% baseline increase in the area of math; 2% baseline increase in student rate of attendance; 85% of students feeling safe in school as evidenced by quarterly progress and/or year-end summary reports provided to the District.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly reviews of formative and summative assessments data Quarterly reviews of attendance data Bi-annual reviews of student climate data Quarterly reviews of reciprocal communication reports

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity. ***The activity itself should reference the frequency of implementation, i.e., weekly, monthly, bi-monthly, quarterly, etc.	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 each activity that will support the monitoring and implementation of your Smart Goal. - Who will be responsible for completing each activity - Who will participate in each activity - How often each activity will take place - What the district will look at to determine if implementation is successful. Please do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	18-Sep	School leaders will meet with the school staff to discuss the goals for the school year.
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 by the school leaders and grade level chairs so that they may determine the progress toward achieving the SCEP goals. [Nov 2018; Feb 2019; Apr 2019; Jun 2019]
18-Nov	19-Jun	School leaders and grade level chairs will meet quarterly to review leading indicator data to monitor the progress of the goals. [Nov 2018; Feb 2019; Apr 2019; Jun 2019]
18-Nov	19-Jun	School leaders will provide the SBPT with an update regarding the school's progress towards goal achievement and possible adjustments needed. [Nov. 2018; Feb 2019; Apr 2019; Jun 2019]
18-Nov	19-Jun	School leaders and SBPT will provide a quarterly report to the District Accountability Department (upon request) summarizing the progress working towards the goals and to receive recommended adjustment(s) 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.	Through the completion of the State-Led DTSDE review process in January 2017, it was determined that although student engagement was a district and school priority, planning for student engagement strategies that provide opportunities for all students to engage in responding to complex tasks that foster the development of higher-order thinking skills (i.e., group processing strategies) in weekly lesson plans across classes can be improved upon.
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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 80% of teacher lesson plans will include distinct differentiated groups, each with corresponding higher order thinking question, as evidenced by quarterly reviews on lesson plans by supervising school leaders.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly review of 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
18-Aug	18-Aug	School leaders will develop a lesson planning protocol to use to collect student engagement data.
18-Sep	18-Sep	School leaders will present to staff the student engagement protocol to be used in the lesson plans.
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 by the school leaders and grade level chairs to determine the progress toward achieving the goal.
18-Nov	19-Jun	School leaders and grade level chairs will meet quarterly to review lesson planning strategies regarding student engagement.
18-Nov	19-Jun	School leaders will provide quarterly feedback to the SBPT about the progress of the goal regarding student engagement.
		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 adjustment(s) 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.	Through the completion of the State-Led DTSDE review process in January 2017, it was determined that targeted written feedback can be improved upon on formative and summative assessments in classrooms in the school.
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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, teachers will provide targeted and written feedback to 100% of students on both formative and summative assessments in the area of ELA in order to drive higher order thinking and questioning in a minimum of 80% of classroom teachers as evidence by student work posted and/or student work folders.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly Walkthroughs

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.
18-Aug	18-Aug	School leaders will develop a protocol for progress monitoring targeted and written feedback provided to students on assessments.
18-Sep	18-Sep	School leaders will present to the staff the protocol that will be used to progress monitor targeted written feedback to students on formative and summative assessments.
18-Sep	19-Jun	School leaders will conduct walkthrough visits to classrooms with a focus on the progress monitoring targeted written feedback to students.
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 by the school leaders and grade level chairs to determine the progress of targeted written feedback to student.
18-Nov	19-Jun	School leaders and grade level chairs will meet quarterly to review the progress on targeted written feedback provided to students on assessments, and discuss adjustments to action steps as needed.
18-Nov	19-Jun	School leaders will provide quarterly feedback to the SBPT about the progress of the targeted written feedback provided to students on assessments, and discuss adjustments to action steps as needed.
18-Nov	19-Jun	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 adjustment(s) 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 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.	Through the completion of the State-Led DTSDE review process in January 2017, it was determined that there was not a social and emotional curriculum nor accompanying professional development for social and emotional programming and that the implementation of social and emotional strategies needed to be improved upon by the teachers with the desired outcome of students feeling safe in school.
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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 there will be minimum of 85% of students responding that they feel safe in school as evidenced by student response to bi-annual student climate surveys.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Bi-annual student climate 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.
18-Aug	18-Aug	School leaders with the support of the District will develop student climate surveys to obtain the voice of the students about the school environment.
18-Sep	18-Sep	School leaders will present to the staff the student climate survey.
19-Jan	19-May	School leaders will collate leading indicator data bi-annually so that the data is in a format that can be reviewed and analyzed by the school leaders and grade level chairs to determine the progress of the student climate surveys.
19-Jan	19-May	School leaders and grade level chairs will meet bi-annually to review the progress on the student climate surveys, and discuss suggestions as needed.
19-Feb	19-Jun	School leaders will provide bi-annually feedback to the SBPT about the progress of the student climate surveys, and make suggestion as needed.
18-Nov	19-Jun	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 adjustment(s) 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 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.	Through the completion of the State-Led DTSDE review process in January 2017, it was determined that although reciprocal communication with parents has been a school-wide initiative, Implementation is complex and can be improved upon in the school. In addition, student rate of attendance can improve to align to the District goal.
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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 at least 95% of the teachers will engage reciprocally with parents a minimum of two times quarterly as evidenced by communication data logs. By June 2019, the rate of student attendance increase by 2% as measured by the year-end attendance report.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly reciprocal communication data logs Quarterly student rate of 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.
18-Aug	18-Aug	School leaders will develop a protocol to track reciprocal communication with parents.
18-Sep	18-Sep	School leaders will present to the school staff what is meant by reciprocal communication with parents.
18-Sep	19-Jun	Teachers will initiate reciprocal communication with parents.
18-Sep	19-Jun	Teachers will maintain a record of reciprocal communications with parents.
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 by the school leaders and grade level chairs to determine the progress of the reciprocal communication with parents.
18-Nov	19-Jun	School leaders and grade level chairs will meet quarterly to review the progress on the reciprocal communication with parents, and discuss suggestions as needed.
18-Nov	19-Jun	School leaders will provide quarterly feedback to the SBPT about the progress of the reciprocal communication with parents, and make suggestion as needed.
18-Nov	19-Jun	School leaders and SBPT will provide quarterly reports to the District Accountability Department (upon request) summarizing the progress working towards the goals and receiving recommended adjustment(s) if the plan is not progressing as projected.

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 by the school leaders and grade level chairs to determine the progress of the rate of student attendance.
18-Nov	19-Jun	School leaders and grade level chairs will meet quarterly to review the progress on the rate of student attendance, and discuss suggestions as needed.
18-Nov	19-Jun	School leaders will provide quarterly feedback to the SBPT about the progress of the rate of student attendance, and make suggestion as needed.
19-Nov	19-Jun	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 adjustment(s) if the plan is not progressing as projected.