LEA Name:	Plattsburgh City School District
LEA BEDS Code:	091200700123
School Name:	Oak Elementary

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Jayson Barnhart	Title	Principal
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Website for Published Plan	www.Plattscsd.org		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

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

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		John LeBrun	
President, B.O.E. / Chancellor or Chancellor's Designee		Leisa Boise	

1

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 |

| 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)
October 2, 2017	Oak Street Elementary		
October 30, 2017	Oak Street Elementary		
March 20, 2018	Oak Street Elementary		
June 5, 2018	Oak Street Elementary		
July 9, 2018	Oak Street Elementary		

Name	Title / Organization	Signature
Michele McCloud	15:1 Special Education Teacher	Michele McCloud
Garrret McLean	School Psychologist	
Nina Bell	Sp. Ed. Teacher	Nina Bell
Nicole Friend	@ Oak St. gen. ed	Nicole Friend
Jeysen Bernhart	Oak St. Principal	
	Student	

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

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

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan

	Limited Degree (Fewer than 20% of goals were achieved.)
	Partial Degree (Fewer than 50% of goals were achieved.)
x	Moderate Degree (At least 50% of goals were achieved.)
	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

	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.)
x	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

	Limited Degree (No identified subgroups improved achievement.)
	Partial Degree (Some of the identified subgroups improved achievement.)
x	Moderate Degree (A majority of identified subgroups improved achievement.)
	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").

	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.)
x	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

	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.)
x	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").

	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
x	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

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).**

The most significant impact that resulted from the 2017-18 SCEP was the 28% increase in parent/family involvement. We believe the increase was due to focusing on project-based STEAM activities that highlighted individual student accomplishments as well as ensuring the dates were appealing and more parent-friendly.

• **Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.**

The mid-course correction made to the 2017-18 plan was in relationship to Tenet 5. During mid-year, after an examination of key look-for data, it was determined that implementation of tier I of the CI3T behavioral program needed more time. Implementation of tiers II and III was pushed to the 2018-19 school year. This adjustment was made to ensure all staff were sufficiently trained so tier I could be implemented with fidelity before shifting focus to tiers II and III.

In developing the CURRENT YEAR'S plan:

• **List the highlights of the initiatives described in the current SCEP.**

• School implementation of SMART goal monitoring practices – shifting from a focus on ensuring actions are implemented to practices that include leading indicator data collection and analysis on a quarterly basis.
• Teacher planning for and implementation of priority writing strategies.
• Teacher implementation of the Universal Behavioral Matrix.
• Increase parent involvement in project-based academic events.

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

• Although leading indicator data is collected, there isn't a system in place whereby progress toward SMART goal achievement is monitored.
• Teacher planning for and implementation of priority writing instructional strategies is inconsistent across general and special education classes.
• Staff have not yet implemented the district's new Universal Behavioral Matrix.
• Some parents remain unresponsive to attempts made by the school to engage in reciprocal communication, including attendance at academic-related activities where tips and strategies to support their child's learning at home are shared.

• **State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles**

The mission of the school is to provide the physical, social, emotional, and academic environment that will facilitate a student's transition from childhood to adolescence. This environment provides learning experiences for the student to develop and practice responsible personal behavior, individual accountability, initiative, and respect for others.   The relationship between the mission and the identified needs is to ensure that all students have the opportunity to receive behavioral interventions that are suited to their individual needs and academic supports that will allow for engagement and access to the curriculum.

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

There will be a 5% increase in the ELA and math statewide assessment Performance Index for the students with disabilities subgroup.

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

The school structure that will drive the strategic implementation of the mission/guiding principles is the administrative systemic walkthrough. These provide the necessary data to focus on continuous improvement on systems within each school. A second structure that will assist is the school's academic and behavioral data teams and their analysis of student data to determine if progress is being made or if adjustments are required.

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

Having time to fit writing into the daily schedule will be a barrier due to the already rigorous demands of reading and math. This is being addressed by the scheduling committee which is tasked to examine each grade level and identify when and how writing can be consistently scheduled within the instructional block.

A second barrier relates to systems change. Systems change is a complex process and one that has been met with resistance from some staff. The school continues to communicate that the priorities will remain, there are expectations that everyone gets on board (as measured by the collection of implementation look-for data), and that the school will continue to provide professional development, coaching, and feedback to help staff develop the skills necessary for full implementation.

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

• The Writing initiative lesson planning expectations and the look-for tool will be presented to teachers so that there is a common understanding relating to planning.
• During monthly faculty meetings, school leaders will share look-for "glow and grow" feedback, including related PD/coaching that is scheduled, with instructional staff.
• Priority writing instructional strategy expectations and informal classroom visit look-for tool will be presented to teachers so that there is a common understanding relating to writing strategy implementing during daily instruction.
• School leaders will provide teachers with strategic and timely feedback regarding priority writing strategies to assist teachers with continuous improvement of writing strategy practices.
• Professional development and coaching relating to instructional priorities will be provided to teachers during the year so that they may further hone their instructional skills.
• School leaders will communicate with instructional staff the expectation that they will implement the Universal Matrix (including posting the matrix in the classroom, teaching/re-teaching the matrix to students, implementing systems for acknowledging/celebrating positive behaviors, and implementing procedures for Office Disciplinary Referrals). School leaders will share the look-for tool with instructional staff at this time, as well, so all staff have a common understanding of implementation priorities.
• PBIS coaches will receive training on tier II and III from a CI3T consultant.
• Throughout the school year, coaches will provide building level training regarding the Universal Matrix as it relates to the contents of the Matrix, teaching/re-teaching, and general universal recognition practices.

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

Methods of dialogue include quarterly communication of leading indicator data, SMART goal progress, and plan adjustments with school staff; data team monthly examination of academic and behavioral data; and provision of timely and relevant feedback to staff relation to implementation of school priorities.

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

This plan will be made public by posting to www.plattscsd.org and communicated during Open House and other academic events where families are invited, as well as the school's newsletter.

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
B1. Most Recent DTSDE Review Date:	June 2016; June 2018
B2. DTSDE Review Type:	IIT; Self-Reflection with District Oversight

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 School Self-reflection with District Oversight and the DCIP Planning Document review process, it was determined that although leading indicator data is collected, there isn't a system in place whereby progress toward SMART goal achievement is monitored.

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, 80% or more of the goals outlined in the SCEP will be achieved as evidenced by the School Focus Team's monitoring of SMART goal achievement via analysis of leading indicator data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	• Quarterly planning for priority writing strategies look-for data • Quarterly informal classroom visit look-for data • Quarterly priority writing strategy informal classroom visit look-for data • Quarterly Universal Matrix implementation look-for data

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.
November 2018	June 2019	The school leader or designee will collate the SCEP's leading indicator data quarterly so that the data is in a format that can be reviewed and analyzed by the School Focus Team in order to determine if progress toward achieving SCEP goals is being made.
November 2018	June 2019	Quarterly, the School Focus Team will meet to review SCEP actions and leading indicator data to determine if progress toward achieving the SCEP goals is being made and to determine mid-course corrections/adjustments if required.

November 2018	June 2019	The School Focus Team will provide school staff with quarterly updates regarding the school's progress toward SCEP SMART goal achievement and any modifications made to action steps if progress isn't going as planned so that staff can make adjustments in their practices if required.
November 2018	June 1, 2019	Quarterly, the DWEIC will review each Tenet's actions to determine if the actions were implemented as intended and if implementation was successful or needs further attention.

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-
B1. Most Recent DTSDE Review Date:	June 2016; June 2018
B2. DTSDE Review Type:	IIT; Self-Reflection with District Oversight

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 School Self-reflection with District Oversight, the DCIP Planning Document review process, and a review of informal classroom visit data, it was determined that although the writing initiative is a district and school priority, teacher planning for priority writing instructional strategies is inconsistent, resulting in gaps in priority writing instructional strategy implementation across teachers/classes/grades (including special education).

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, core subject teachers, including special education teachers who teach core subjects, will plan for priority writing strategies as evidenced by grade level/department writing look-for data and informal classroom visit look-for data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	• Quarterly planning for priority writing strategies look-for data • Quarterly informal classroom visit look-for data

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 1, 2018	August 31, 2018	During the summer, the district Literacy Committee will meet to finalize the priority Writing strategy lesson planning look-for tool to be used during the 2018-19 school year by school leaders so that there is consistency with the look-for data and the collection process.
July 1, 2018	August 31, 2018	During the summer, the District Literacy Committee will share the priority Writing strategy lesson planning look-for tool with school leaders so there is consistency with the look-for data collection process.
September 4, 2018	September 4, 2018	On September 4, 2018, the school leader will present to teachers who teach core subjects, including special educators, the priority writing strategy lesson planning expectations and the related look-for tool so that there is a common understanding relating to planning.

September 1, 2018	June 1, 2019	Between September 2018 and June 2019, teachers who teach core subjects, including special educators, will create daily plans that include priority writing strategies.
September 1, 2018	June 1, 2019	Between September 2018 and June 2019, the school leader will collect priority writing strategy planning look-for data monthly to determine the school's progress toward teacher implementation of the priority.
September 1, 2018	June 1, 2019	Monthly, the Administrative Council will analyze the look-for data for trends and determine related professional development and/or coaching if warranted.
September 1, 2018	June 1, 2019	During monthly faculty meetings, the school leader will share look-for "keeper and polisher" feedback, including related PD/coaching that is scheduled, with instructional staff in an effort to foster continuous improvement with implementation.
November 2018	June 1, 2019	Quarterly, the School Focus Team will examine the leading indicator data to determine if progress toward achieving the SCEP goals is being made and to determine mid-course corrections/adjustments if required.
November 2018	June 2019	The School Focus Team will provide school staff with quarterly updates regarding the school's progress toward SCEP SMART goal achievement and any modifications made to action steps if progress isn't going as planned so that staff can make adjustments in their practices if required.
November 2018	June 1, 2019	Quarterly, the DWEIC will review each Tenet 3 action to determine if the actions were implemented as intended and if implementation was successful or needs further attention.

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
B1. Most Recent DTSDE Review Date:	June 2016; June 2018
B2. DTSDE Review Type:	IIT; Self-Reflection with District Oversight

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 School Self-reflection with District Oversight, the DCIP Planning Document review process, and a review of informal classroom visit data, it was determined that although the writing initiative is a district and school priority, teacher implementation of priority writing strategies is inconsistent, resulting in gaps in priority writing instructional strategy implementation across teachers, classes (including special education).

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.	Between the first quarter and the fourth quarter, there will be a 25% or greater increase in core general/special education teacher implementation of priority writing strategies during daily instruction as evidenced by informal classroom visit look-for data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly priority writing strategy informal classroom visit look-for data

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**E3. Action Plan:** Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 1, 2018	August 31, 2018	During the summer, the District Literacy Committee will meet to finalize the priority writing strategy informal classroom visit look-for tool to be used during the 2018-19 school year by school leaders so that there is consistency with the look-for data and the collection process.
July 1, 2018	August 31, 2018	During the summer, the District Literacy Committee will share the priority writing strategy informal classroom visit look-for tool with the school leader so there is a common understanding of data to be collected.
September 4, 2018	September 4, 2018	On September 4, 2018, the school leader will present the priority writing strategy expectations and the informal classroom visit look-for tool to core teachers, including special education teachers who teach core subjects, so that there is a common understanding relating to writing strategy implementing during daily instruction.

September 2018	June 1, 2019	Between September 2018 and June 2019, school leader will conduct an average of twenty informal classroom visits quarterly, collecting priority writing strategy look-for data. The frequency of data collection ensures there are sufficient data points collected to conduct a trend analysis of teacher practice.
September 2018	June 1, 2019	Quarterly, the school leader will share look-for "keeper and polisher" feedback with core teachers, including related PD/coaching that is scheduled, with instructional staff in an effort to foster continuous improvement with implementation.
September 2018	June 1, 2019	Between September 2018 and June 2019, professional development and coaching relating to instructional priorities will be provided to teachers so that they may further hone their instructional skills.
November 1, 2018	June 1, 2019	Quarterly, the School Focus Team will examine school's informal classroom visit leading indicator data, at which time progress toward SMART goal achievement will be determined and next steps for improvement will be identified, if needed.
November 2018	June 1, 2019	Quarterly, the DWEIC will review each Tenet 4 action to determine if the actions were implemented as intended and if implementation was successful or needs further attention.

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
B1. Most Recent DTSDE Review Date:	June 2016; June 2018
B2. DTSDE Review Type:	IIT; Self-Reflection with District Oversight

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 School Self-Reflection with District Oversight, it was determined that with the district's introduction of a new Universal Behavioral Matrix, staff at Oak have not yet implemented the new district-wide matrix.

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, 100% of teachers will implement the Universal Matrix as evidenced by implementation look-for data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly Universal Matrix implementation look-for data

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**E3. Action Plan:** Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 1, 2018	August 31, 2018	During the summer, the district CI3T Team, will create the Universal Matrix Implementation look-for tool for the school/district designee to use to collect Universal Matrix implementation data in each school.

September 4, 2018	September 4, 2018	On September 4, 2018, the Universal CI3T Behavior Team will communicate with instructional staff the expectation that they will implement the Universal Matrix (including posting the matrix in the classroom, teaching/re-teaching the matrix to students, implementing systems for acknowledging/celebrating positive behaviors, and implementing procedures for Office Disciplinary Referrals). School leaders will share the look-for tool with instructional staff at this time, as well, so all staff have a common understanding of implementation priorities.
September 1, 2018	January 1, 2019	During the first semester, PBIS coaches will receive training on tier II and III implementation from a CI3T consultant so that they may begin planning for implementation of these next parts of the CI3T system.
September 1, 2018	June 1, 2019	Throughout the school year, coaches will provide building level training regarding the Universal Matrix (i.e., contents of the Matrix, teaching/re-teaching, and general universal recognition practices) so that teachers may implement the practices with skill and fidelity.
November 1, 2018	June 1, 2019	Quarterly, the School Focus Team will examine the Matrix implementation look-for data, at which time progress toward SMART goal achievement will be determined and next steps for improvement will be identified, if needed.
November 1, 2018	June 1, 2019	Quarterly, school leader and School Focus Team will share with school staff Universal Matrix leading indicator trends, areas for growth, and next steps so teachers may implement the feedback as they strive for continuous improvement.
November 1, 2018	June 1, 2019	Quarterly, the DWEIC will review each Tenet 5 action to determine if the actions were implemented as intended and if implementation was successful or needs further attention.

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-
B1. Most Recent DTSDE Review Date:	June 2016; June 2018
B2. DTSDE Review Type:	IIT; Self-Reflection with District Oversight

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 School Self-reflection with District Oversight, the DCIP Planning Document review process, it was determined that some parents remain unresponsive to attempts made by the school to engage in reciprocal communication, including attendance at academic-related activities where tips and strategies to support their child's learning at home are shared.

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, 30% or more of families of students, including families of students with disabilities, from the school will have attended a minimum of one project-based academic night as measured by a record of attendance at each event.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Project-based Academic Night parent 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 written in its own cell.
September 1, 2018	November 1, 2019	Between September 2018 and November 2018, the school's SIP will plan for a minimum of one project-based academic night that parents and their children are invited and encouraged to attend in an effort to increase the opportunities parents have to engage in school activities.
October 2018	May 1, 2019	Between October 2018 and May 2019, teachers will implement a minimum of one project-based academic night that parents and their children are invited and encouraged to attend in an effort to increase the opportunities parents have to engage in school activities.

September 1, 2018	November 1, 2019	Between September 2018 and November 2018, the school leader and the school's SIP will brainstorm strategies for increasing parent attendance at the project-based academic night and share the strategies with teachers in an effort to increase the parent engagement in school activities.
October 2018	May 2019	Between October 2018 and May 2019, teachers, utilizing the strategies identified to help increase parent participation, will communicate with parents about the project-based academic night.
October 2018	May 2019	Between October 2018 and May 2019, the school leader or designee will maintain a record of parents attending each project-based academic night event and provide the evidence to the School Focus Team quarterly so that progress toward SMART goal achievement may be determined and adjustments may be identified, if needed.
November 1, 2018	June 1, 2019	Quarterly, the School Focus Team will share with school staff family engagement leading indicator data and next steps for improvement, if needed.
November 2018	June 1, 2019	Quarterly, the DWEIC will review each Tenet 6 action to determine if the actions were implemented as intended and if implementation was successful or needs further attention.