

LEA Name:	Malone Central School District
LEA BEDS Code:	161501060015
School Name:	Davis Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Roberta Stillin-Dowman	Title	Title 1 Coordinator
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Website for Published Plan	www.malonecsd.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 ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Jerry Griffin	7/26/17
President, B.O.E.		Arlington Collins	7/26/17

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)
August 16, 2016	Davis Elementary School	22-May-17	Davis Elementary School
August 17, 2016	Davis Elementary School		
August 18, 2016	Davis Elementary School		
December 6, 2016	Davis Elementary School		
March 16, 2017	Davis Elementary School		

Name	Title / Organization	Signature
Darcy Stoutenger	ELA Coordinator/Reading Specialist	<i>Darcy Stoutenger</i>
Jody White	Reading Specialist	<i>Jody White</i>
Deborah Swan	Kindergarten Teacher	<i>Deborah Swan</i>
Andree Tower	School Counselor	<i>Andree Tower</i>
Cathy Gonyea	Elementary Teacher	<i>Cathy Gonyea</i>
Lisa Dupree	School Principal	<i>Lisa Dupree</i>
Michelle Bailey	Assistant Principal	<i>Michelle Bailey</i>
Joey Santamoor	Assistant Principal	<i>Joey Santamoor</i>
Roberta Stillin-Dowman	Title I Coordinator	<i>Roberta Stillin-Dowman</i>
Hayley Fletcher	Parent	<i>Hayley Fletcher</i>

Davis Elementary School – 2017-18 SCEP

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 Information Sheet

School Information Sheet							
Grade Configuration	PreK-5	Total Student Enrollment	557	% Title I Population	23%	% Attendance Rate	95%
% of Students Eligible for Free Lunch	53%	% of Students Eligible for Reduced-Price Lunch	7%	% of Limited English Proficient Students	0%	% of Students with Disabilities	12%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	1%	% Black or African American	1%	% Hispanic or Latino	1%	% Asian, Native Hawaiian / Other Pacific Islander	0%	% White	97%	% Multi-Racial	0%

School Personnel							
Years Principal Assigned to School	0	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	2
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	2	Average # of Teacher Absences	9.5

Overall State Accountability Status							
Priority School	NA	Focus School Identified by a Focus District	Y	SIG 1003(a) Recipient	Y	SIG 1003(g) Recipient	N

Identification for ELA?	Y	Identification for Math?	Y	Identification for Science?	N	Identification for High School Graduation Rate?	N
ELA Performance at Level 3 and Level 4	23%	Math Performance at Level 3 and Level 4	37%	Science Performance at Level 3 and Level 4	89%	Four-Year Graduation Rate (HS Only)	NA
% of 1st Year Students Who Earned 10+ Credits (HS Only)	NA	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	NA	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	NA	Six-Year Graduation Rate (HS Only)	NA
Persistently Failing School (per Education Law 211-f)	N	Failing School (per Education Law 211-f)	N				

	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x (due to participation rate)	White		Multi-Racial
x (due to participation rate)	Students with Disabilities		Limited English Proficient
x (due to participation rate)	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x (due to participation rate)	White		Multi-Racial
x (due to participation rate)	Students with Disabilities		Limited English Proficient

x (due to participation rate)	Economically Disadvantaged		
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Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x (due to participation rate)	White		Multi-Racial
x (due to participation rate)	Students with Disabilities		Limited English Proficient
x (due to participation rate)	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	Limited English Proficient

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students					
Student Average Daily Attendance				Y	
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals				Y	
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development					
Parent Attendance at Workshops					
Parent Participation in District/School Surveys					Y
Quarterly goal-based RTI/AIS support plans for students receiving tier II and III RTI/AIS supports	Y				
ELA and math benchmark assessment data (K – 4x/year/ELA; gr 1-5 – 5x/year ELA & Math)		Y			
ELA & Math Student progress monitoring data (K – 7x/year ELA; gr 1-5 – 5x/year ELA & Math)		y			
Quarterly informal classroom visit data			Y		
Student quarterly progress on Student Goal-Based Support Plan				Y	
Student self-reflection on progress				Y	
Parent Survey					Y

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:

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 type="checkbox"/>	Partial Degree (Fewer than 50% of goals were achieved.)
<input checked="" 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 type="checkbox"/>	Moderate Degree (At least 50% of activities were carried out.)
<input checked="" 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").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

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").

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

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
- 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 of the 2016-17 SCEP was teacher implementation of student engagement strategies as supported by informal classroom visit data collected by the school leaders (noted in 94% of classes visited by June 2017). More specifically, there was an increase in the implementation of student engagement opportunities for processing (e.g., think-pair-share, write/jot) from 33% to 56%.

- **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.**

No mid-course corrections were made.

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

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

The initiatives in this SCEP focus primarily on tier I, II, and III RTI/AIS supports for learners.

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

The school's RTI/AIS system for supporting learners is incomplete. There is a need to develop goal-based support plans for students receiving tier II and III interventions. As well, teachers providing tier II and III interventions need to develop lesson plans and implement lessons that are reflective of targeted student needs as identified by benchmark and progress monitoring assessments and articulated in students' goal-based support plans. There is also a need to develop goal-based support plans for at-risk students identified through the district's dropout prevention initiative. In order to further reinforce the family-school partnership, there is a need for the school to communicate with parents tips/strategies they may implement at home to support their child's learning.

• **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 guiding principle is that when children leave this school they have had a successful experience and are valued regardless of their differences. The Mission Statement is: It is our goal at Davis that all students, regardless of differences, develop and progress intellectually, socially, emotionally, and physically through learning as a partnership between school, home, and community. In order to ensure all students develop and progress, the school must use data to develop goal-based student support plans to maximize student success in all areas.

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

There will be a 10% increase in the economically disadvantaged subgroup PI in the grades 3-5 ELA/Math statewide assessments.

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

The primary school structure that will be used to implement the guiding principles is the use of teams – most notably data teams and grade level teams. In addition, scheduled opportunities for collaborative conversations during team meetings and conferences with parents twice a year to discuss student strengths and progress will be key to successful improvement.

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

- Asking teachers to develop specific goals for Tier II and III RTI/AIS will be a challenge. The goals thus far have been broad. We will design a data goal sheet that will help us focus on more specific goals and utilize reading specialists and the math coordinator to assist teachers with this new expectation. Student goals will be shared and discussed with parents during parent-teacher conferences.

- Math small groups will be a challenge. We are addressing this by placing a small group math block on each teacher’s schedule. We will continue to access follow-up support from an external consultant to help teachers find ways to incorporate math small groups through lab-site modeling.
- We are scheduling support staff into the small group instruction portion of the reading block to make better use of support staff in meeting the instructional needs of students.

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

- The development of weekly RTI/AIS lesson plans by RTI/AIS providers that focus on student goals derived from ELA and/or math benchmark and progress monitoring assessments.
- Instructional priority look-fors in the areas of higher-order thinking, differentiated instruction, and student engagement (i.e., group processing strategies, all student response tools, and randomized response strategies) so that school leaders and instructional staff have a common understanding of strategies.
- ELA book studies for teacher volunteers focusing on student engagement strategies and differentiated instruction.
- Math book studies for teacher volunteers focusing on student engagement strategies and differentiated instruction.
- Follow up to professional development on the topics of student engagement for all instructional staff.
- Math related PD for grade 4 & 5 teachers on differentiated small group instruction in math.
- Follow up for grade K, 4 and 5 on math-specific PD on differentiating small group instruction.
- PD for all instructional staff on learner-centered lessons, student-run classrooms, strategies for students to control their learning.
- Dropout prevention initiative, including criteria for at-risk factors, goal-based support plan, and progress monitoring process.

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

Methods of dialogue the school leaders will implement to strengthen relationships with school staff and community include:

- The monthly publishing and dissemination of the Caper Paper Newsletter which focuses on informing the community about school news
- The school’s website
- Monthly faculty meetings
- 7:20-8:00 “Welcome” where parents may access the building, walk children to class, and have informal conversations with staff, teachers, and principals
- A minimum of 2 face to face conferences between teachers and parents during the school year
- Bucket Filling recognition postcards sent home throughout the school year
- VIP Board (Very Important Person) students recognized for accomplishments relating to academics and character traits. Awards are displayed in the lobby for parents and school community to see and then sent home. A picture of child is on the award.
- PTA events: evening Spring Fling, Parent Appreciation Dinner (staff hosts parents), Open House, Re-acquaintance Day (welcome back to school event).
- Parents invited to attend field trips
- Parents may go to the library with their child from 7:20-8:00 to exchange books each morning
- Parents are invited to eat breakfast in school with their child
- Student-led Conferences

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

- Re-acquaintance Day (just prior to the start of school for parents and their child to meet the teacher),
- PTA meetings,
- school Caper Paper (monthly),
- One Call Now (initiatives to support plan goals),
- Open House,
- Parent Teacher Conferences,
- Student-Led Conference at report card conference (starting in grade 2)

• **Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.**

The transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.) include:

- Established contacts at each pre-K site
- 3 full day UPK classrooms are housed at Davis
- An educator from Davis meets with Head Start and North Country Preschool Director.
- Principal meets with each teacher at Head Start to learn about the students' needs and strengths. Each student has an individual folder of information regarding their progress. Sharing of records.
- Kindergarten staff go to Head Start and NCPS to meet children/ parents for kindergarten screening.
- During the screening process, parents complete a tool that requests information regarding their child' preschool experience. It addresses any concerns the parents may have and allows them to give feedback regarding their child and program.
- Davis Home-School Coordinator is present to answer questions and link assistance to families.
- A day is scheduled for parents and children to come to school to meet teachers before school starts.
- Outreach to families not enrolled by Home-School Coordinator
- Invited to participate in district PD activities

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:	March 1-3, 2017
B2. DTSDE Review Type:	District-led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Through the School Focus Team’s completion of the DTSDE self-assessment and the March District-led review, it was determined that the school’s system for RTI/AIS is incomplete in that individualized goal-based support plans are not currently developed/in place for all students receiving tier II and III ELA and/or math RTI/AIS supports. As a result, the school is unable to determine if students are benefitting from the RTI/AIS interventions they receive.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 100% of tier II and tier III students will have individualized goal-based RTI/AIS support plans based on benchmark and progress monitoring assessments as evidenced by a review of student support plans by school leaders, ELA, and math coordinators.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> Quarterly goal-based RTI/AIS support plans for students receiving tier II and III RTI/AIS supports

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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 1, 2017	August 15, 2017	Between July and August 2017, the school leaders will strategically schedule TAs into classrooms during the math block to maximize personnel supports of tier II student.

July 1, 2017	August 15, 2017	Between July and August 2017, the school leaders and reading specialists will examine and adjust the reading specialists' schedules so that reading specialists will participate in grade level meetings (once per cycle) in order to provide instructional guidance to classroom teachers for targeted literacy support for all students, including students receiving tier II and III intervention.
September 15, 2017	June 15, 2018	Quarterly, ELA and Math coordinators will provide support to tier II and III RTI/AIS ELA and math teachers as they write goal-based intervention plans in ELA and math for tier II and III students. Goal-based plans will enable AIS teacher to provide instructional support that is targeted specifically to each student's instructional needs.
October 1, 2017	May 1, 2017	During grade level meetings held within 2 weeks of quarterly ELA and math benchmark testing, ELA and Math coordinators will support teachers as they adjust tier II student groupings of students into groups with similar support needs so that the targeted intervention needs of identified student may be effectively addressed.
September 15, 2017	June 15, 2018	School leaders will schedule and arrange for classroom teachers and specialists to meet quarterly to review student ELA and math benchmark and progress monitoring data for the purpose of monitoring and adjusting goal-based support plans and targeted interventions to ensure student progress.
November 1, 2017	June 23, 2018	The school leaders and the School Focus Team will meet quarterly to examine SMART goal leading indicators to determine if progress toward achieving the school's SMART goals is on track and identify adjustments if progress isn't going as planned in an effort to ensure the SMART goals are achieved by August.
November 1, 2017	June 23, 2018	The school leaders and the School Focus Team will provide school staff with quarterly updates regarding the school's progress toward SMART goal achievement and any adjustments made to action steps if progress isn't going as planned in order for school staff to adjust practices to ensure the SMART goal is achieved by August.
November 1, 2017	June 23, 2018	During quarterly district administrative cabinet meetings, the school leaders will provide the district leader with an update regarding the school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned so the district leader can provide additional support if needed.

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:	March 1-3, 2017
B2. DTSDE Review Type:	District-led Review

<u>C1. Needs Statement:</u> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Through the School Focus Team’s completion of the DTSDE self-assessment and the March District-led review, it was determined that weekly RTI/AIS lesson plans were not focused on targeted priority student learning needs. As a result, student progress was not maximized.
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<u>D1. SMART Goal:</u> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, students receiving tier II or III ELA and/or math intervention will achieve between 70% and 80% of the goals in their individualized support plans as measured by June 2018 benchmark assessments.
<u>D2. Leading Indicator(s):</u> Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • ELA and math benchmark assessment data (K – 4x/year/ELA; gr 1-5 – 5x/year ELA & Math) • ELA & Math Student progress monitoring data (K – 7x/year ELA; gr 1-5 – 5x/year ELA & Math)

<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date:</u> Identify the projected end date for each activity.	<u>E3. Action Plan:</u> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
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September 5, 2017	September 6, 2017	During one of the first two staff days in September, the school leader will communicate the expectation that instructional staff providing ELA or math RTI/AIS will develop weekly lesson plans that focus on student goals derived from ELA and/or math benchmark and progress monitoring assessments so that interventions are strategically targeted and need-based.
September 7, 2017	June 22, 2018	Between September and June, teachers who provide tier II and III ELA and/or math interventions will develop weekly lesson plans that are reflective of student RTI/AIS goals so that interventions are strategically targeted and need-based.
September 7, 2017	June 22, 2018	Quarterly, school leaders will examine a random week's sampling of each RTI/AIS teacher's lesson plans to ensure they are aligned with student goals so that planning is strategically targeted and meets the support needs of students.
September 7, 2017	June 22, 2018	Quarterly, school leaders will provide RTI/AIS providers with feedback regarding their review of alignment of lesson plans with tier II and III student goals to ensure continuous improvement.
November 1, 2017	June 23, 2018	The school leaders and the School Focus Team will meet quarterly to examine SMART goal leading indicators to determine if progress toward achieving the school's SMART goals is on track and identify adjustments if progress isn't going as planned in an effort to ensure the SMART goals are achieved by August.
November 1, 2017	June 23, 2018	The school leaders and the School Focus Team will provide school staff with quarterly updates regarding the school's progress toward SMART goal achievement and any adjustments made to action steps if progress isn't going as planned in order for school staff to adjust practices to ensure the SMART goal is achieved by August.
November 1, 2017	June 23, 2018	During quarterly district administrative cabinet meetings, the school leaders will provide the district leader with an update regarding the school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned so the district leader can provide additional support if needed.

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
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	subgroups experience consistent high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:	March 1-3, 2017
B2. DTSDE Review Type:	District-led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Through the School Focus Team’s completion of the DTSDE self-assessment and the March District-led review, it was determined that the schools’ instructional priorities and related informal classroom visit look-fors (i.e., higher-order thinking questions, differentiated instruction, and student engagement) were not clearly defined in the context of evidence-based research or communicated, resulting in inconsistencies in teacher implementation and feedback provided by school leaders.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, teachers will implement instruction that include the priority classroom visit look-fors in 75-80% of classrooms visited as evidenced by informal classroom visit look-for data collected by school leaders.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> 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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 1, 2017	August 15, 2017	Between July and August 2017, the school leaders in collaboration with the School Focus Team will update the informal classroom visit look-for tool so that it includes specific evidence-based look-fors in the areas of student engagement (i.e., group processing strategies, all student response tools, and randomized response strategies) and differentiation so that strategies relating to the school’s priorities may be quantified by school leaders.

August 15, 2017	August 30, 2017	Between August 15 and 30, 2017, the school leader and the IT coordinator will create the newly revised informal classroom visit look-for tool in Google Forms so that when school leaders are conducting informal classroom visits during the school year, they can access the tool wirelessly and capture look-for data during each visit.
September 5, 2017	September 6, 2017	During one of the first two staff days in September, the school leader will communicate with instructional staff the instructional priorities and related look-fors so that the school leaders and teachers have a common understanding of instructional priorities and related strategies.
August 1, 2017	August 30, 2017	In August, the school leader will arrange for the IT coordinator to set up a Google Classroom so that between September and June teachers may share student engagement and differentiation strategies and tips that are successful to expand teacher practices.
September 11, 2017	June 22, 2018	Between the second week in September 2017 and June 2018, each school leader will conduct a minimum of 6 informal classroom visits per month so that they can collect data relating to teacher implementation of school instructional priorities and determine if additional teacher supports for implementation are warranted.
September 11, 2017	October 6, 2017	By the end of the first week in October, school leaders will arrange for and conduct a minimum of 5 informal classroom visits together for the purpose of calibrating their findings and feedback provided to teachers.
October 1, 2017	May 31, 2018	In multiple weekly after-school sessions between October and May (typically 10 sessions), the elementary math coordinator will arrange for and facilitate two book studies for classroom teacher volunteers focusing on strategies to engage students and differentiated activities in math.
October 1, 2017	December 21, 2017	In multiple weekly after-school sessions between October and December (typically 10 sessions), the ELA coordinator will arrange for and facilitate a book study for classroom teacher volunteers focusing on strategies to engage students and differentiated activities in ELA.
October 1, 2017	May 31, 2018	In multiple weekly after-school sessions between October and May (typically 10 sessions), the RSE-TASC SESIS will arrange for and facilitate two or more book studies for classroom teacher volunteers focusing on brain-based learning, student engagement, and/or differentiated instructional strategies.
October 1, 2017	November 30, 2017	Between October and November, the RSE-TASC SESIS will arrange for and provide follow-up PD to the student engagement professional development provided to Davis Elementary instructional staff in May 2017 so that teachers may discuss initial strategy implementation and remove barriers to full implementation.

October 1, 2017	February 28, 2018	Between October 2017 and February 2018, the math coordinator will arrange for and provide multiple professional development opportunities for classroom teachers in grades K-5 on differentiating small group instruction during the math block.
October 20, 2017	October 20, 2017	On the October staff development day, an external consultant (Tim Bedley) will provide professional development to all instructional staff on student engagement so that teachers have additional strategies they can draw upon throughout the year.
September 11, 2017	September 30, 2017	In September, the school leader will arrange for an external consultant (Becky Duprey) to provide one day of professional development to teachers in grades 4 and 5 on small group differentiated math instruction and student engagement strategies.
October 1, 2017	December 21, 2017	Between October and December, the school leader will arrange for an external consultant (Becky Duprey) to provide multiple follow-up trainings on small group differentiated math instruction and student engagement strategies for grades K, 4, and 5 teachers so that teachers can discuss successes, barriers, and determine next steps for implementation.
November 1, 2017	June 23, 2018	The school leaders and the School Focus Team will meet quarterly to examine SMART goal leading indicators to determine if progress toward achieving the school's SMART goals is on track and identify adjustments if progress isn't going as planned in an effort to ensure the SMART goals are achieved by August.
November 1, 2017	June 23, 2018	The school leaders and the School Focus Team will provide school staff with quarterly updates regarding the school's progress toward SMART goal achievement and any adjustments made to action steps if progress isn't going as planned in order for school staff to adjust practices to ensure the SMART goal is achieved by August.
November 1, 2017	June 23, 2018	During quarterly district administrative cabinet meetings, the school leaders will provide the district leader with an update regarding the school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned so the district leader can provide additional support if needed.

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:	March 1-3, 2017
B2. DTSDE Review Type:	District-led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Through the School Focus Team’s completion of the DTSDE self-assessment and the March District-led review, it was determined that although the school identifies at-risk students as part of the district’s dropout prevention initiative, individualized goal-based support plans are not developed for identified students. As a result, it is unknown if the supports provided make a positive difference for students as indicated by a reduction in risk factors.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, students identified as at-risk as part of the district’s dropout prevention initiative will achieve a minimum of 70% of their individualized student support plan goals as evidenced by student-specific progress monitoring assessments (e.g., attendance, office disciplinary referrals, student self-reflection, peer interactions, etc.).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • Student quarterly progress on Student Goal-Based Support Plan • Average Student daily attendance • Office Disciplinary Referrals • Student self-reflection on progress

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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
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September 9, 2017	October 1, 2017	Between September 9 and October 1, 2017, the school leader will arrange for the school counselors, in collaboration with the counselors from the other district schools, to define and set criteria for each of the dropout prevention at-risk factors (e.g., define what is meant by frequent absences, high mobility, etc.) so that they can establish consistency of responses with teachers filling out the screening document on each grade 3 student.
October 2, 2017	October 15, 2017	During a faculty meeting in October, the school counselors will explain to instructional staff the dropout prevention initiative, including criteria at-risk factors, goal-based support plan, and progress monitoring process, so that teachers are aware of the initiative as well as prepared to complete the at-risk survey on all grade 3 students.
September 7, 2017	September 15, 2017	No later than the second week in September, the school leader will arrange for and the school counselors will meet with grade 4 classroom teachers to inform them of the at-risk students identified in grade 3 during the 2016-17 school year who are now in their grade 4 classroom and to share each student's support plan so the classroom teacher knows his/her role in supporting identified students.
November 1, 2017	November 9, 2017	By the beginning of the second quarter, third grade teachers will complete the dropout prevention at-risk survey and submit to school counselors for their analysis so 3 rd grade at-risk students may be identified.
November 15, 2017	June 22, 2017	The school leaders and school counselors will meet quarterly to review each at-risk student's progress and to revise student goal-based support plans and interventions based on progress made.
November 1, 2017	June 23, 2018	The school leaders and the School Focus Team will meet quarterly to examine SMART goal leading indicators to determine if progress toward achieving the school's SMART goals is on track and identify adjustments if progress isn't going as planned in an effort to ensure the SMART goals are achieved by August.
November 1, 2017	June 23, 2018	The school leaders and the School Focus Team will provide school staff with quarterly updates regarding the school's progress toward SMART goal achievement and any adjustments made to action steps if progress isn't going as planned in order for school staff to adjust practices to ensure the SMART goal is achieved by August.
November 1, 2017	June 23, 2018	During quarterly district administrative cabinet meetings, the school leaders will provide the district leader with an update regarding the school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned so the district leader can provide additional support if needed.

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:	March 1-3, 2017
B2. DTSDE Review Type:	District-led Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Through the School Focus Team’s completion of the DTSDE self-assessment and the March District-led review, it was determined that although the school engages in many reciprocal communication initiatives with parents, there are few that provide families with tips/strategies on how parents/families can support their child’s learning at home and it is unknown if families implement the ones that are shared.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 40% of families will have implemented one or more tips/strategies provided by the school to support their child’s academic and/or social emotional progress at home as evidenced by parental response to a parent survey.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> ● Parent Participate in School Survey ● Parent survey responses (on survey per semester)
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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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September 11, 2017	May 18, 2017	Grade level teams will meet no later than 6 weeks into each quarter to identify tips/strategies and related resources that they will provide parents so that parents may support their child’s learning at home. (i.e., October 13, 2017; December 8, 2017; March 2, 2018; May 18, 2018)

October 20, 2017	May 27, 2017	Grade level teams will submit no later than 7 weeks into each quarter the tips/strategies and related resources they have identified to the school leaders so they may be reviewed and feedback for revision provided, if applicable, in advance of sending them to parents. (i.e., October 13, 2017; December 15, 2017; March 9, 2018; May 25, 2018)
October 23, 2017	June 8, 2018	Between 8 and 9 weeks into each quarter, the school leaders will review and provide feedback for revision, if applicable, regarding the tips/strategies and related resources teachers plan to provide parents/families to ensure that what grade level teams wish to share with parents/families is aligned with grade level curricular priorities and something parents can successfully implement at home.
November 8, 2017	June 22, 2018	Each classroom teacher will include in each student's quarterly report card the approved tips/strategies and related resources so that parents/families have suggestions on how to support their child's learning at home.
December 1, 2017	January 15, 2018	The school leaders and the School Focus Team will meet in one or more meetings between December 1, 2017 and January 15, 2018 to develop a parent survey regarding the tips/strategies and resources sent to parents/families in the quarterly report card to determine if parents/families find the tips/strategies and resources of value, which tips/strategies they have implemented, if any, and their perception as to whether the tips/strategies make a difference for their child.
February 7, 2018	February 7, 2018	Classroom teachers will send the survey to parents by February 7, 2018 in order to solicit parent feedback their implementation of tips/strategies at home.
February 7, 2018	February 7, 2018	The school leader will arrange for a One-call to families to let them know the survey will be sent home and their response/feedback is important.
February 28, 2018	February 28, 2018	The school leader will arrange to have the parent survey results compiled by February 28, 2018 so that the findings may be shared with grade level teams.
March 1, 2018	March 1, 2018	The school leader will share the parent survey results with grade level teams by March 1, 2018 so teachers know if parents find tips/strategies/resources helpful and if modifications need to be made.
March 2, 2018	March 2, 2018	Grade level teams will meet by March 2, 2017 to make modifications to the tips/strategies sent home based on parental response to the survey.

June 1, 2018	June 1,2018	Classroom teachers will send a second survey to parents by June 1, 2018 in order to solicit parent feedback regarding their implementation of tips/strategies at home.
June 1, 2018	June 1,2018	The school leader will arrange for a One-call to families to let them know the survey will be sent home and their response/feedback is important.
June 7, 2018	June 7, 2018	The school leader will arrange for the parent survey results to be compiled by June 7, 2018 so that the findings may be shared with grade level teams.
June 14, 2018	June 14, 2018	The school leader will share the parent survey results with grade level teams by June 14, 2018 so teachers know if parents find tips/strategies/resources helpful.
November 1, 2017	June 23, 2018	The school leaders and the School Focus Team will meet quarterly to examine SMART goal leading indicators to determine if progress toward achieving the school's SMART goals is on track and identify adjustments if progress isn't going as planned in an effort to ensure the SMART goals are achieved by August.
November 1, 2017	June 23, 2018	The school leaders and the School Focus Team will provide school staff with quarterly updates regarding the school's progress toward SMART goal achievement and any adjustments made to action steps if progress isn't going as planned in order for school staff to adjust practices to ensure the SMART goal is achieved by August.
November 1, 2017	June 23, 2018	During quarterly district administrative cabinet meetings, the school leaders will provide the district leader with an update regarding the school's progress towards SMART goal achievement and any adjustments made to action steps if progress isn't going as planned so the district leader can provide additional support if needed.