

LEA Name:	Niagara Falls City School District
LEA BEDS Code:	400800010042
School Name:	Cataract Elementary School

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2018-2019 School Comprehensive Education Plan (SCEP)

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Website for Published Plan			

**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			
President, B.O.E. / Chancellor or Chancellor's Designee			

## 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.



## 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").**

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

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

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

**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").**

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

**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 Capacit<sup>y</sup>
- Tenet 2: School Leader Practices and Decision<sup>s</sup>
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decision<sup>s</sup>
- 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).

There has been positive strides made in the sharing partnership of learning targets with students as well as evidenced by checks of understanding.

- 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.

We have added parent opportunity in tenet 6 to social media sharing of school activities.

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

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

Unpacking learning targets; grade level planning and vertical planning; teacher leader turnkey for professional development; data analysis to identify learning gaps; to monitor at-risk students with social/emotional deficiencies.

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

Learning targets; student engagement; checks for understanding; differentiated instruction.

- 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.

Cataract Elementary encourages students to be confident, knowledgeable, responsible and productive citizens in a diverse, ever changing world. These principles will create independent learners that are able to actively engage, monitor their own learning, and utilize opportunities to explore a variety of learning styles.

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

Increase yearly progress for EMA & ELA assessments in the subgroups of black/African American, Special Education students from low socio-economic backgrounds.

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

School leader walk through tools; DAP analysis; tracking at-risk students; parent surveys.

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

Support staff availability; staff commitment versus compliance.

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

Grade level/vertical team planning with integrated approach; DAP data analysis; data share from NWEA & State assessments; walk-through data sharing and analysis with staff on a monthly basis; school leader professional development and coaching on "look fors."

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

Newsletters; phone (all-calls); web page; faculty meetings; open communication with school leader; parent group nights.

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

District web page; school webpage; parent group meetings.

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>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.</b>	We have identified the need for more specific actionable feedback to teachers regarding the quality of instructional practices. Based on the Walk through tool, 35% of staff are not yet at the emerging level of meeting the goal of unpacking the learning targets. Based on the school performance survey only 67% of staff say that data is shared for monitoring goals and progress. As a result, there is a gap between the school leader's expectations for instruction and the structure needed to lead and support teachers regarding the implementation of targeted practices.
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<b>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.</b>	By May 2019, the school leader will consistently utilize a specific actionable feedback through the use of a checklist to provide in depth specific actionable feedback resulting in 80% or higher "on goal" according to the school leader's walk through tool.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Unpacking Learning Target walk-through tool, Targeted feedback form, Planning for instruction walk-through tool, Data Progress tool

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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
Sep-18	May-19	Monthly walk-through data collection tool will be used to look at selected "look-fors" (unpacked learning targets, checking for understanding, differentiated instruction, higher order thinking). <b>Responsible:</b> School Leader. <b>Participants:</b> School Leader, Teachers. <b>Frequency:</b> Monthly. <b>Success Criteria:</b> Tool will be used in accordance to instructional areas and implementation.
Sep-18	May-19	A targeted feedback form will be utilized to provide immediate, focused, actionable feedback to teachers after every walk-through visit with regard to look-fors (unpacking learning targets, checking for understanding, differentiated instruction, higher order thinking), positive impacts, possible considerations. <b>Responsible:</b> School Leader. <b>Frequency:</b> Monthly. <b>Participants:</b> School Leader, Teachers. <b>Success Criteria:</b> Tool will provide immediate, focused, actionable feedback regarding the "look fors".
Sep-18	Sep-18	Faculty meeting presentation regarding the feedback form. <b>Responsible:</b> School Leader. <b>Participants:</b> All teachers in all content areas. <b>Frequency:</b> Once. <b>Success Criteria:</b> Teaching staff will have a better understanding of expectations for each component to maximize instruction.
Sep-18	May-19	Walk-through data will be collected, analyzed, and shared on a monthly basis. <b>Responsible:</b> School Leader. <b>Participants:</b> School Leader and all Instructional staff. <b>Frequency:</b> Monthly. <b>Success Criteria:</b> Segregated data is shared by "look-fors" as evidenced by monitored evidence demonstrated on the walk-through tool.

Oct-18	Feb-19	Provide supportive professional development and coaching on "look-fors" deemed "at-risk" or "emerging" during walk-through observations. <b>Responsible:</b> School Leader, Coaches. <b>Participants:</b> All Instructional Staff. <b>Frequency:</b> Once per semester. <b>Success Criteria:</b> Teachers will have the advantage of improving their understanding and building on their skill-set based on their feedback from the walk-throughs.
May-19	May-19	Teachers will receive a survey on the effectiveness of targeted feedback. <b>Responsible:</b> School Leader, SCEP Team. <b>Participants:</b> All Instructional Staff. <b>Frequency:</b> Once. <b>Success Criteria:</b> The survey will serve as feedback to School Leader on the impact that sharing the walk-through tool had, as evidenced by the survey results.

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>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.</b>	As identified in our Self-Reflection, in order to assure that teachers are providing interdisciplinary curricula and working together to connect the curriculum across subjects in ways that increase students' engagement, deepen students understanding of the curriculum, and provide better opportunities for student success, teachers will work together across grade levels and content areas in order to provide an integrated approach to student learning. The school performance scan survey indicated only 70.4% of teachers feel that we work together across grade levels. As a result, there is a gap in the understanding of curriculum across grade levels.
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<b>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.</b>	By June 2019, at least 75% of teachers will work together across grade levels and content areas in order to provide an integrated approach to student learning.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Grade level and vertical planning documents; DTSDE; Walk-through Tool

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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
Aug-18	Aug-18	Provide common planning time for each grade level in the master schedule, beginning with testing grades. Responsible: School Leader Frequency: 1 time Participants: Leadership Team and teacher leaders <b>Success Criteria:</b> Team will discuss and decide upon the schedule that best fits the needs of their teachers.
Sep-18	Oct-18	Presentation to staff at opening meeting highlighting the expectations of the structure and content of vertical planning meetings. Responsible: School Leader Frequency: 1 time Participants: All faculty <b>Success Criteria:</b> All teachers have a common understanding of vertical planning
Oct-18	Nov-18	Identify turnkey teachers at each grade level for training. Responsible: School Leader Frequency: 1 time Participants: 1 teacher at each grade level (one for math, one for ELA) <b>Success Criteria:</b> Turnkey teachers will meet with coaches and disseminate information to their grade level peers.
Oct-18	May-19	Vertical team meetings with identified staff in math and language arts focusing on an integrated approach to student learning. Responsible: Coaches Frequency: 3 times/year Participants: Coaches and identified turn key teachers <b>Success Criteria:</b> Teachers will have been provided with training opportunities which build their understanding of vertical alignment and cross curricular planning.



Nov-18	May-19	Turnkey teachers will disseminate information gained from meetings with coaches to their peers during common planning time. Responsible: Turnkey Teachers Frequency: 3 times/year Participants: Teachers <b>Success Criteria:</b> All teachers will have been provided with training opportunities which build their understanding of vertical alignment and cross curricular planning.
Sep-18	Jun-19	All teachers will incorporate checks for understanding in their lesson planning. <b>Responsible:</b> Instructional Staff <b>Frequency:</b> Daily <b>Participants:</b> Instructional Staff <b>Success Criteria:</b> Teachers planning with checks for understanding should improve their target based instruction.

## Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>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.</b>	In order to address the gap between what students know and what they need to learn, we have found that teachers need to review and analyze common assessments including local, state and NWEA results during grade level meetings to guide and inform instruction as identified by 68% of teachers in the DTSDE. As indicated in the student voice survey only 73.6% students report that they work with partners or in groups. As a result, we need to assure that all staff consistently utilize data to inform instruction and groupings based on student need.
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<b>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.</b>	By May of 2019, at least 80% of teachers will consistently utilize data from assessments to inform instruction resulting in increased student growth on the NWEA in both Math and ELA for 80% of students in grades K-6.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	NWEA September, January and May

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
Sep-18	Sep-18	Administer NWEA Math and ELA. <b>Responsible:</b> Coach and teachers <b>Frequency:</b> 1 time <b>Participants:</b> Students <b>Success Criteria:</b> All students will take NWEA Math and ELA.
Oct-18	Oct-18	Coaches will print NWEA data for teachers to be used as benchmark. <b>Responsible:</b> Coaches <b>Frequency:</b> 3 times/year <b>Participants:</b> Teachers <b>Success Criteria:</b> All teachers will have been provided with NWEA data to use as information for groupings.
Oct-18	Oct-18	During grade level meetings teachers will analyze the data and identify students needs. <b>Responsible:</b> Coaches <b>Frequency:</b> 3 times/year <b>Participants:</b> Teachers <b>Success Criteria:</b> All teachers will have been provided opportunities to analyze data and identify needs of students.
Oct-18	Nov-18	Teachers will create groups based on the data from the NWEA in both ELA and Math. <b>Responsible:</b> Teachers <b>Frequency:</b> 3 times/year <b>Participants:</b> Teachers <b>Success Criteria:</b> All teachers will have grouped their students according to needs in the areas of ELA and math.
Jan-19	Jan-19	Voluntary administration of Winter NWEA ELA and Math. <b>Responsible:</b> Coach and teachers <b>Frequency:</b> 1 time <b>Participants:</b> Students <b>Success Criteria:</b> All students will take NWEA Math and ELA.

Feb-19	Feb-19	Grade level meetings to revisit data in a timely manner to adjust instruction and groupings and identify students that are not showing adequate growth. <b>Responsible:</b> Coach <b>Frequency:</b> 3 times/year <b>Participants:</b> Teachers <b>Success Criteria:</b> All teachers will have been provided with updated data to inform instructional and groupings..
May-19	Jun-19	Administer NWEA Math and ELA. <b>Responsible:</b> Coach and teachers <b>Frequency:</b> 1 time <b>Participants:</b> Students <b>Success Criteria:</b> All students will take NWEA Math and ELA.

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>		<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<b>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.</b>		In order to address student social and emotional developmental health we have found that there's an inconsistency between needs and solutions. The school community needs to develop protocols and programs that lead to healthy relationships in a safe, respectful environment that is conducive to learning for all students. Our staff performance DTSDE scan tells us that we have some deficiencies of how we improve support for students who are at-risk. Only 25% of staff says that student behaviors do not interfere with instruction, while 35% say we have support groups for those at-risk students. In order to address this gap, we find that we need to implement social/emotional protocols and programs.
<b>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.</b>		By May 2019, the school will have improved procedures in place to remove barriers to learning effected by social and emotional deficiencies. The school will track and monitor individual at-risk students with a goal of reducing disciplinary referrals by 40%.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Roster of tracked highly at-risk student co-hort. Monitor academic achievement of students in that co-hort. Track cohort to enroll them into Extended School Day Programs, the Niagara Falls Police Department "GREAT" program, Mental Health Association "BEST" program, The Niagara Falls City School District "Healthy Behaviors" program. Analyze disciplinary referral data and suspensions.
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>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.</b>
Aug-18	Sep-18	Compile a list of our most at-risk students based on disciplinary referrals, wellness, and suspension data from the 2017-18 school year. <b>Responsible:</b> Dean, School Counselor. <b>Participants:</b> Dean, Counselor, School Leader, School Psychologist, Teachers. <b>Frequency:</b> Once <b>Success Criteria:</b> That with the reduction of referrals or suspension from school academic growth will improve for those at-risk students.
Sep-18	Sep-18	Meet with the at-risk cohort to establish healthy relationships for a successful 2018-19 school year. <b>Responsible:</b> Dean, Counselor, School Leader. <b>Participants:</b> At-risk student cohort. <b>Frequency:</b> One meeting with intermediate students, One meeting with primary students. <b>Success Criteria:</b> To start the year off on a positive note outlining new clubs, activities, and support for those students.
Sep-18	Sep-19	At the September faculty meeting we will share our monitoring plan of the at-risk cohort students and what the goal is. <b>Responsible:</b> Dean and Counselor. <b>Participants:</b> All Staff. <b>Frequency:</b> Once. <b>Success Criteria:</b> Staff will see the positive attributes of this goal with investment on their part to establish positive relationships with those students with the end goal of wellness and academic growth.

Sep-18	May-19	Begin to track the at-risk student cohort by monitoring their disciplinary referral data with an organized data reference. <b>Responsible:</b> Dean. <b>Participants:</b> Dean, Counselor, Teacher, Students. <b>Frequency:</b> Quarterly. <b>Success Criteria</b> To monitor each student's progress in comparison to the data from 2017-18.
Sep-18	Sep-18	Share with students new Extended Learning Day programs available for 2018-19 that is tailored to some of their interests. <b>Responsible:</b> Dean and Counselor. <b>Participants:</b> Dean, Counselor, Students. <b>Frequency:</b> Once. <b>Success Criteria:</b> To encourage and engage students in programs of their interest and to start to see school in a positive light.
Nov-18	May-19	To share our current data related to the at-risk cohort at (START) Student Teacher Action Response Team meetings. <b>Responsible:</b> Dean. <b>Participants:</b> START Team - Dean, Counselor, School Leader, Teacher, School Psychologist, PSA Pupil Service Assistant. <b>Frequency:</b> Quarterly. <b>Success Criteria:</b> All stakeholders will be informed of student progress and/or intervention.

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>		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.
<b>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<b>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.</b>		We have identified the need to have parents participate in the DTSDE Family Engagement Survey by either responding with hard copy or on computer. Based on the June 2018 results Cataract Elementary had insufficient numbers to provide data feedback. As a result we do not have necessary feedback from this stakeholder group.
<b>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.</b>		By June 2019, the school will have reached out to 100% of our parents to increase parent involvement by at least 20% based on conferences, educational information offerings, and celebratory occasions.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Adjusting Parent Group meeting times that are parent friendly; offer a variety of parent involvement nights, with parent feedback attached; District Parent Survey
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
Sep-18	May-19	Reach out to parents to recruit parents to sign up for various school events throughout school year. <b>Responsible:</b> School Leader, Counselor, Parent Group President <b>Participants:</b> School Personnel, Parents <b>Frequency:</b> 2018-2019 School Year <b>Success Criteria:</b> Parent participation will show growth.
Sep-18	May-19	Align parent group meetings start times to be more parent friendly. <b>Responsible:</b> School Leader, Counselor, Parent Group Officers <b>Participants:</b> Parent Group, Parents <b>Frequency:</b> Once a Year <b>Success Criteria:</b> At the beginning of the year, alternative parent group meeting start times will be established.
Sep-18	Sep-18	Share 2017-18 Parent survey results with school personnel and parent group. <b>Responsible:</b> School Leader <b>Participants:</b> School Leader, Counselor, Dean of Students, Parent Group President <b>Frequency:</b> Once a Year <b>Success Criteria:</b> To generate ideas for improving our parent relations.
Sep-18	Oct-18	Create parent feedback form that will provide information to increase involvement and improve school/parent relationships. <b>Responsible:</b> School Leader, Counselor, Dean of Students, Parent Group President <b>Participants:</b> Parents <b>Frequency:</b> Once a Year <b>Success Criteria:</b> A parent feedback form will be developed to drive customer relations.

Oct-18	Oct-18	Share the data of the parent feedback form with staff and parent group. <b>Responsible:</b> School Leader, Counselor <b>Participants:</b> Teachers and Parent Group <b>Frequency:</b> Once a Year <b>Success Criteria:</b> Staff and parent group are aware of our parent feedback results, and as a school how we relate to our parents and their perception.
May-19	May-19	District parent survey to be implemented. <b>Responsible:</b> School Leader <b>Participants:</b> Parents <b>Frequency:</b> Once <b>Success Criteria:</b> To get the necessary feedback from parents to assess how we are meeting their needs and be able to improve our relationships with parents in educating their children.