LEA Name:	Niagara Falls City School District
LEA BEDS Code:	40080001000
School Name:	Hyde Park Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Mary C. Kerins		
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Website for Published Plan	NFSchools.net		

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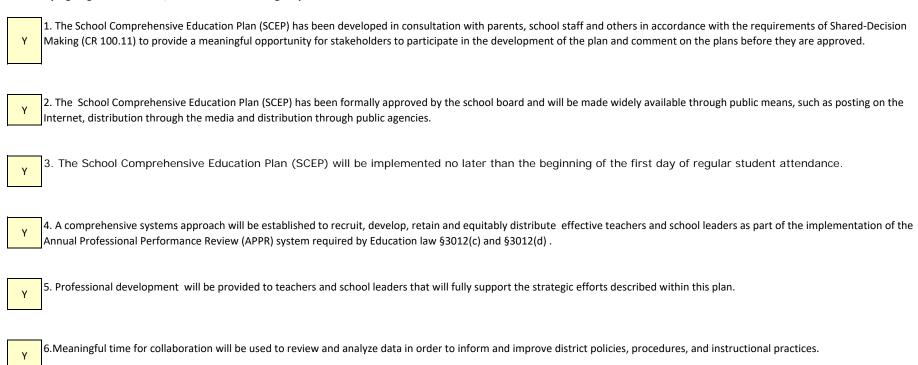
Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Mark Laurrie	7/31/2017
President, B.O.E. / Chancellor or Chancellor's Designee		Nicholas Vilardo	7/31/2017

Statement of Assurances

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

Y	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.

Y	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.

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

Y	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) .

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

Y	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)
June 27, 2017	Hyde Park STEM Room #21		
July 6, 2017	Hyde Park STEM Room #21		
July 7, 2017	Hyde Park STEM Room #21		
July 14, 2017	Hyde Park STEM Room #21		

Name	Title / Organization	Signature
Mary C. Kerins	Principal	
Nicholas Ruffolo	Dean of Students	
David Glahe	Teacher - Grade 2	
Paula Spacone	Teacher - PRE-K	
Richard Evans	Teacher Grade 3	
Tiffany Bradberry	School Counselor	
Carrie Cino	Math Coach	
Miquel Tomkiel	Parent	
Gail Guthrie	Special Education Teacher	
Tomasina Cook	Parent /PEG President	

School Information Sheet

School Information Sheet

Grade Configuration	K-6	Total Student Enrollment	480	% Title I Population	87%	% Attendance Rate	90%	
% of Students Eligible for Free Lunch	69%	% of Students Eligible for Reduced-Price	18%	% of Limited English Proficient Students	100%	% of Students with Disabilities	21%	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	2%	% Black or African American	42%	% Hispanic or Latino	7%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	36%	% Multi-Racial	13%

School Personnel

Years Principal Assigned to School	2	# of Assistant Principals	0	# of Deans	1	# of Counselors / Social Workers	1
% 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	

Overall State Accountability Status

Priority School	N	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?	
ELA Performance at Level 3 and Level 4	21%	Math Performance at Level 3 and Level 4	27%	Science Performance at Level 3 and Level 4	91%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)	N	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	N	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	N	Six-Year Graduation Rate (HS Only)	N
Persistently Failing School (per Education Law 211-f)	N	Failing School (per Education Law 211-f)	N				

School Information Sheet

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

	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
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

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

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

More information about the Turnaround Principles can be found at: https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

3. How will the school continue to monitor and make adjustments to implementation?

Priority Schools: Whole School Reform Model

(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

http://www.p12.nysed.gov/accountability/forms.html

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 16-17 plan.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2016-17 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2016-17 plan

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 plan.

E. School Climate and Discipline: **Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2016-17 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.**

F. Meeting the Needs of Unique Populations: **Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.**

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: **Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2016-17 plan.**

B. Staffing, Human Resources, and Work Conditions: **Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 16-17 plan.**

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.)
x	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.)
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 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.)
x	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.)
x	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.)
X	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
X	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).**

For the 2016-2017 School Year the most significant impact was made in Tenet 4, Teacher Practices and Decisions. Our School selected 4 research based best practices to focus on: Learning Targets, Higher Order Thinking Skills, Student Engagement, and Checking For Understanding. Each month a topic was selected and teachers received professional development information to build a strong foundation in the intended instructional practice. Teachers were provided with professional development, on-line videos, professional articles, and selected information from websites , providing explicit classroom examples showing teachers how to incorporate these best practices into their daily instruction. A Look-For Walk-Through Tool was used to monitor school growth in the 4 instructional practice areas.   Teachers were given supportive actionable feedback highlighting strengths and steps for improvements. Teachers began to hold grade level team planning sessions where learning targets were set and engaging activities were shared. This change did have a positive impact on student achievement as indicated by NWEA and NYS data.

• **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.**

For the mid year report, we adjusted the timelines looking at our start and end dates adjusting when more time was required to accomplish the task. We also modified our needs statement in Tenet 3 to indicate that more staff development was needed for teachers to understand how to use DDI protocols to look at student data and plan data focused instruction.   Action steps were added in Tenet 3 to indicate why ,when, what staff development was needed.

In developing the CURRENT YEAR'S plan:

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

Initiatives in our current SCEP focus on building a Professional Learning Community (PLC) where: (1) Teachers meet vertically to use student data to differentiate instruction ensuring success for all learners (DDI); (2) Teachers will continue to focus instruction on the 4 instructional best practices, Learning Targets, H.O.T.S. , Student Engagement, Checking For Understanding, (3) A School Wide Positive Behavior System will be implemented resulting in decreased student discipline referrals (4) Professional Development and support will be provided to teachers working with students from poverty and who live with trauma, (5) A reciprocal communication protocol focusing on improving student achievement will be incorporated between school and home , (6) A Mission Statement is written that clearly aligns with the School's SMART goals resulting in a supportive , student and family friendly environment where student success is at the center of all initiatives.

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

We address 4 specific needs in the 2017-2018 plan. First, for Tenet 3, *Curriculum Development and Support,* there is a need to provide teachers time to meet vertically to discuss student data and provide an integrated approach to student learning. Secondly, we recognize that teachers must go deeper using DDI , increasing their professional knowledge in differentiating instruction to meet the needs of all students, especially those with disabilities. Professional Development will be provided in this area. Thirdly, under Tenet 4, *Teacher Practices and Decisions,* our data indicated that most teachers don't believe our students have tools to track their own learning and lessons do not offer high level engaging activities. Our professional development for this area will provide on-going coaching and support in best practices and utilize Teacher Led Learning Walks, giving teachers an opportunity to learn from colleagues who have mastered the practice.   Finally , for Tenet 5, *Student Social Emotional Development Health* , we will provide on -going professional development and support to provide teachers with the tools they need to successfully meet the challenges of working with students who are impacted by poverty and have experienced trauma.

• **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.**

At Hyde Park School we want to provide an engaging learning community for students where they will master specific grade level targets , indicating they are on track to be college, career and civic ready.   We believe that our children are our first priority, children learn best in a safe, nurturing, engaging learning environment, and a strong bond between home and school fosters student success. Everyone plays an important role in ensuring improvement in student achievement.   In our 2017-2018 SCEP, we address the need for a strong bond between home and school with the goal of achieving a on-going reciprocal communication system for parents and teachers. We also will focus on using the *" Too Good For Violence Program"* to build a school -wide positive behavior program, providing models and support systems for those students most in need.   The Look-For Tool will monitor on a monthly basis and determine if the specific components needed for engaging, rigorous classroom instruction , focused on student need, is evident in all classrooms.

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

Tenet 3 indicates that all subgroups, most specifically our students with disabilities will achieve an increase on the NYS and local assessment indicators.   Tenet 6 indicates that there will be an increase in student achievement for all subgroups.

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

The Leadership Team will monitor and share with all stakeholders monthly data towards achieving the School SMART goals in all Tenets. The SCEP Team Members and School Quality Council Members will build school-wide committees to focus on the tasks listed in the SCEP. (i.e. Discipline Committee (PBS), Technology Committee,   School Spirit Committee,   Student S/E Social/Emotional Committee, Professional Learning Community Planning Committee) and more if required to complete tasks.)

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

Funding for Professional Development, the time required for teachers to meet to collaborate and plan by grade level and vertically, buy in by all staff, lack of time for Professional Development in instructional best practices, substitute availability for release time for Learning Walks so teachers can visit colleagues classrooms and view first hand exemplar practices.

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

 Professional development that we are planning to offer teachers include planning for differentiation, utilizing the new instructional materials in ELA and Math, looking at available technology tools and materials for students with disabilities, PD on Data Driven Instruction and the protocols required, PD/Presentations on the latest Technology Tools available for communicating information between school/teachers and parent's, and continued professional development on all 4 instructional best practices: Learning Targets, H.O.T.S. Student Engagement, Checking For Understanding. Also we will look at providing professional development to teachers so they can help our students become self -directed learners where students use self assessment tools and tracking their own growth.

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

Monthly actionable feedback to all teachers, Grade Level Meeting Presentations, Video Clips for teachers and Parents on our school webpage and Teacher designated Professional Development Online Folder, Monthly Tenet Reports shared with staff, Mid-Year , 25 Week , 30 Week and End of Year Tenet Data Analysis and Posting.

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

District Webpage, in School Monthly Newsletters, on School website, Parent Information Grade Level Meetings, Open House, Student of The Month Positive Behavior School Assembly, All Parent Functions, All Calls, Letters home with School Quality questionnaires and feedback forms, etc.

• 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.

Aligned curriculum areas will be highlighted and vertical grade level meetings are planned at the beginning of the year between Pre-K and Kindergarten Teachers. This shared time will give Pre-K Teachers the opportunity to discuss strengths and/or areas of concern with Kindergarten Teachers for each student.   Data was shared at the end of the 2017 school year and stored in student folder making it easier for Kindergarten Teachers to review at the start of the 2017-2018 school year.

Priority Schools: Whole School Reform Model

(Applicable to schools that were newly identified as Priority in February 2016)

Newly identified Priority Schools are required to implement a whole school reform model by no later than the 2018-19 school year. Districts may meet this requirement through implementation of a 1003(g) School Improvement Grant intervention model, a School Innovation Fund model, or through implementation of a School Comprehensive Education Plan that includes a Whole School Reform Model aligned to the United States Department of Education's (USDE) Turnaround Principles. More information regarding the requirements of these models can be found on the Office of School Innovation and Reform's website at http://www.p12.nysed.gov/oisr/. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

http://www.p12.nysed.gov/accountability/forms.html

1. Identify the whole school reform model the school will implement no later than the 2018-19 school year.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2017-2018 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students or of Academic Intervention Services students are participating?

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

Common Leading Indicators Worksheet

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					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)				y	
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
Look-For Tool			y		
Monthly Tenet Report	y				
Minutes from Quarterly SCEP Monitoring Meetings	Y				
NWEA Student Growth Scores	y	y			
AIMSweb		y			

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:	April 26-27, 2017
B2. DTSDE Review Type:	District-Led

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.	On our 2017 School Performance Scan only 72% of teachers believe our school leader has built an environment where staff can work together to achieve the Smartgoals. A collaborative, Professional Learning Community, is <u>needed</u> providing all staff the opportunity to meet together on a regular basis to review student and school data, share research best practices and also must be guided by the School's SMART goals and frequent, supportive actionable feedback from the school leader.

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.	The School Community guided by our School Mission and SMART goals, will ensure all school wide practices lead to improved student achievement for 90% of all K-6th students, ensuring they are on track for "college, career and civic readiness", as indicated by the student growth scores for all student subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly Tenet Report Minutes from Quarterly SCEP Monitoring Meetings NWEA Student Growth Scores

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 <u>often each activity will take place; and the intended impact of each activity.</u> Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2017	9/5/2017	Present and discuss SCEP Plan and information with all Teachers and Staff at Opening Faculty Meeting. Distribute all data collection tools and Monitoring System Information to all staff; **Responsible** - Leadership Team, SCEP Team; **Participants** - All Teachers and Staff ; **Frequency - 1X;** **Intended Impact -** Share information regarding School SMARTgoals and how goals will be monitored.
10/1/2017	1/30/2018	On going monthly Faculty Meetings to discuss the components needed for a new School Mission Statement that is aligned to our SMART goals. **Responsible:** Principal; **Participants:** Teachers, Principal; **Frequency :** 1X per Month; **Intended Impact :** Define Grade Level End of Year Learning Targets and Grade level Expectations for all students.
9/1/2017	6/1/2018	On going monthly analysis of SCEP Data for each Tenet Area with Monthly Tenet Report Feedback and posting SMART goal totals for all Tenets at monthly Faculty Meetings. Information shared with all stakeholders. **Responsible:** Principal, SCEP Team; **Participants:** All Teachers and Staff; **Frequency:** 1X per Month at Faculty Meeting; **Intended Impact:** To track and monitor monthly success toward SMART goals. Make adjustments when necessary if data indicates.
		Review SCEP Tenet Data at end of 1st Quarter , make adjustments to SCEP if needed; **Responsible:** Principal, Leadership Team, SCEP Team; **Participants:** SCEP Team , Teachers, SQC ; **Frequency:** 1X, **Intended Impact:** Adjustments made to SCEP if needed and submit all information required for the NYSED Quarterly SCEP Report.
9/1/2017	1/28/2018	Finalize School Mission Statement that is aligned to SMART goals with all stakeholders. **Responsible:** Principal, Leadership Team and SCEP Team; **Participants:** All Teachers, Staff, students and Parents. **Frequency:** 1 X; **Intended Impact**: School Mission created to guide all Professional Learning Community practices

1/28/2018	1/28/2018	Mid - Year Review of School Wide Data(Monthly Reports from SEPT/OCT NOV/DEC/JAN) in comparison to SMART goal targets ; **Responsible** - Principal; **Participants** - Leadership Team, Coaches all Teachers; **Frequency -** 1X; **Intended Impact --** Monitoring of school progress toward attainment of SMART goals make adjustments to SCEP if needed forwarding information in the Mid-Year SCEP Review for NYSED.
1/28/2018	2/2/2018	Review SCEP Tenet Data , make adjustments to SCEP if needed; **Responsible:** Principal, Leadership Team, SCEP Team; **Participants:** SCEP Team , Teachers; Frequency: 1X, **Intended Impact:** Adjustments made if needed and report to NYSED in the Mid Year SCEP Quarterly Report.
1/28/2018	6/22/2028	Share SCEP Progress information with parents and how it is aligned with the Mission/Vision in the school monthly newsletter sent home to all parents. **Responsible :** Principal; **Participants:** SCEP Team Members; **Frequency:** 1x per month Jan-June **Intended Impact:** Keeping parents informed regarding SCEP progress.
2/15/2018	23/15/2018	25 Week Review of SMART goals in comparison to end of year targets and the alignment with the Mission/Vision. **Responsible :** Principal, SCEP Team; **Participants:** All Teachers, Staff , Parents. **Frequency:** 1X at 25 Weeks; **Intended Impact:** Monitor progress towards SMART goals.
3/23/2018	3/28/2018	Review SCEP Tenet Data at end of 3rd Quarter in alignment with Mission and Vision , making adjustments to SCEP if needed; **Responsible:** Principal, Leadership Team, SCEP Team; **Participants:** SCEP Team , Teachers, SQC; **Frequency:** 1X, **Intended Impact:** Adjustments made to SCEP if needed and complete information required for the NYSED Quarterly SCEP Report.
6/1/2018	6/22/2018	Collaboratively look at and discuss progress toward attainment of SMART goals ; **Responsible** - Leadership Team, SCEP Team; **Participants** - All Teachers and Staff; parents ; **Frequency** - 1X; **Intended Impact** - Determine if school growth in all tenets occurred through our SMART goals alignment with Mission and Vision. Make recommendations for the next year's School Plan.

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:	April 26 - 27, 2017
B2. DTSDE Review Type:	District-Led

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.	The 2017 School Performance Scan indicate only 44% of teachers believe, "*we work together across grade levels and content areas in order to provide an integrated approach t* o student learning." Teachers need opportunities to work with adjacent grade levels using DDI protocols to build a consistent understanding of how to use data to successfully differentiate instruction to meet the needs of all students/subgroups. Our District Led Review indicated that teachers need to plan lessons collaboratively setting clear daily learning targets ,utilizing H.O.T.S enriched engaging classroom activities , and incorporate methods that will deepen student understanding of the curriculum.

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, all professional staff will meet in vertical teams, using common methods to plan for Data Driven Instruction, resulting in increased student achievement for 90% of all K-6th students . (specifically students with disabilities subgroup)
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	NWEA Student Growth Scores AIMSweb

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 <u>often each activity will take place; and</u> <u>the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
9/1/2017	9/5/2017	Presentation to staff at Opening Faculty Meeting highlighting the continuation of our school wide Data Driven Inquiry Plan , DDI, and set annnual calendar for the monthly meetings to discuss student work and collaboratively plan instruction. **Responsible :** Leadership Team; **Frequency : 1X** ; **Participants:** Leadership Team and Grade Level Teachers; **Intended Impact :** All teachers build an understanding the necessity to use data to plan and differentiate instruction to meet the needs of students.
9/5/2017	10/1/2017	Develop Calendar for Vertical Grade Level Meetings to share student data/work and set grade level instructional expectations/targets ; **Responsible -** Leadership Team/Coaches; **Participants -** Leadership Team, Coaches and Grade Level Teachers; **Frequency -** 1X Monthly ; **Intended Impact -** To build a data driven culture that uses data to drive and differentiate instruction.
9/1/2017	5/1/2018	Grade Level Teams meet with Instructional coaches to review components of newly adopted Math and Language Arts Resources and collaboratively plan lessons, set learning lesson targets, develop/select formative and summative assessments ; **Responsible -** Leadership Team, Coaches ; **Participants -** Teachers/Grade Level Teams ; **Frequency -** 1X per month; **Intended Impact -** To provide support to teachers to effectively utilize the resources of the new instructional programs to plan differentiated instruction to improve student achievement.
9/1/2017	5/1/2018	Grade Level Teams meet with Instructional coaches and Principal to review student data and determine students who would benefit from Extended Learning Time; **Responsible -** Coachse, Principal ; **Participants -** Teachers/Vertical Teams ; **Frequency -** 1X ; **Intended Impact -** Offer an extended learning program to identified students and offer targeted assistance in their specific areas of need.

11/1/2017	3/1/2018	Staff development provided on the process of Data Driven Instruction and differentiated instruction ; **Responsible - L**eadership Team, Coaches ; Participants - Coaches, Grade Level Teams ; **Frequency - 1X per Month ; Intended Impact** - To deepen the understanding of how to differentiate instruction and successfully use data to meet the needs, interests, and abilities of all students and sub groups.
12/1/2017	4/1/2018	Grade Level Teams along with special education teachers meet monthly to review student data and collaboratively write lessons and targeted plans to meet the needs of allstudents ; **Responsible** - Leadership Team, Coaches, ; **Participants** - Teachers/Grade Level Teams ; **Frequency -** 1X per month; **Intended Impact -** A minimum of one lesson plan per grade level written , and shared highlighting how the instruction was differentiated to meet the need of all subgroups. Review student work at conclusion.
1/1/2018	1/22/2018	Mid year review of Grade Level Data in alignment to targets and goals set.(ALso review ELT Data); **Responsible** - Leadership Team, Grade Level Teams, coaches, PEP Team ; **Participants** - Leadership Team, All Teachers and Staff; **Frequency - 1X; Intended Impact -** To monitor impact of DDI and differentiation of instruction on student achievement .
2/1/2018	3/22/2018	25 and 30 Week review of Grade Level Data in alignment to targets and goals set. (Also review ELT Data) ; **Responsible** - Leadership Team, Grade Level Teams, coaches, PEP Team ; **Participants** - Leadership Team, All Teachers and Staff; **Frequency - 2X; Intended Impact -** To monitor impact of DDI and differentiation of instruction on student achievement .
6/1/2018	6/22/2018	Review of the end of year academic targets and goals; **Responsible** - Leadership Team, Grade Level Teams , Coaches ; **Participants** - Leadership Team, Coaches and Teachers; **Frequency - 1X; Intended Impact -** To analyze the impact that DDI and differentiating instruction had on the student growth and achievement in all academic areas.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	April 26-27,2017
B2. DTSDE Review Type:	District-Led

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.	As indicated on the 2017 School Performance Scan Survey, only 48% of teachers in the school believe that students have strategies to track their own learning. Teachers at our school need to develop strategies for our students to use that will allow them to self assess and track their own growth/progress. As indicated in our District Led School Review we need to help students in all subgroups become self directed learners increasing ownership of their learning by using self assessment tools. Also indicated in the 2017 Performance Scan Survey , only 72% of teachers believe classes in this school can be considered as " students involved in higher level thinking" indicating a need for more rigor and higher level activities in

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.	All Hyde Park teachers will modify and enhance implementation of the 4 targeted research-based best instructional practices (Learning Targets, H.O.T.S., Student Engagement, Checking For Understanding,), resulting in an 90% or higher composite score "evident" rating for each Look-for on the School's Look-For Walk Through Tool.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Look-For Tool

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.
9/2/2017	9/5/2017	Present information at our Opening Faculty Meeting regarding the 4 Look-Fors ; **Responsible** - SCEP Team Members ; **Participants** - Entire Faculty ; **Frequency - 1X; Intended Impact -** Sharing of Information and presentation of School SmartGoals/Targets .
9/25/2017	5/25/2018	Distribute Classroom Walk -Through Schedule to all staff. **Responsible**: Leadership Team, Coaches; **Frequency:** 1X Per Month per classroom ; I**ntended Impact:** School wide Classroom visitation schedule for monthly monitoring of Look-Fors.
9/25/2017	9/25/2017	Conduct a baseline walk-through; **Responsible:** Principal, Coaches; Frequency: 1X; **Intended Impact:** Gather baseline data for professional development needs and planning for classrooms and school.
9/25/2017	10/1/2017	Build and share Professional Development Calendar based on data for 4-Look- Fors ; **Responsible** - Leadership Team, Coaches SQC Team, SCEP Team ; **Participants** - Leadership Team, Coaches, SQC Members, Teachers ; **Frequency -** 1X Monthly**; Intended Impact -** A support plan for our PLC. (Webinars, Workshops, Book Studies, Grade level Collegial Classroom Visitations, PLC Activities)
9/1/2017	5/1/2018	On going grade level meetings to address the needs indicated by the monthly review of the Look-For Tool data. **Responsible:** Leadership Team, Coaches; **Participants:** All Teachers; **Frequency -** 1X per month **; Intended Impact -** Provide support to teachers that builds a deeper understanding for staff regarding the 4 Look-Fors.
10/15/2017	5/30/2018	Institute the best practice of teacher led "Learning Walks" as a school wide Professional Development tool allowing staff the opportunity to review and observe exemplary practices in the 4 Look-For areas. **Responsible:** Teachers, Coaches , Leadership Team; **Participants :** Teacher volunteers and Visiting Teachers; **Frequency:** 1X per quarter; **Intended Impact:** Provide an opportunity for teachers to see exemplary practices and benefit from learnings of colleagues who have mastered various instructional strategies .

10/1/2017	5/1/2018	Monitor with Walk Thru Tool 1X monthly to determine use of the 4 - Look- Fors in all classrooms providing timely, actionable feedback to all teachers. (Learning Targets, Checking For Understanding, Engagement in the Classroom, Higher Order Thinking Skills.) **Responsible**: Leadership Team, **Participants:** all Classroom Teachers, Leadership Team; **Frequency**: 1X per month/per classroom; **Intended impact**: To monitor gains in instructional practice in the 4 - Look-For selected areas.
10/1/2017	6/22/2018	Monthly analysis of walk-through data with presentation to all staff. **Responsible:** Principal, Coaches; **Participants:** All Teachers, **Frequency:** 1X Per Month; **Intended Impact:** Monitoring and Tracking of School Data in implementing chosen best practices.

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:	April 26 -27, 2017
B2. DTSDE Review Type:	District-Led

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.	The school does have a building plan regarding behavior so students and staff are aware of expectations and procedures for preventing and addressing student behavior that interfere with instruction. However, this is not being followed uniformly by all the staff. The school **needs** to address the social-emotional development of students by enhancing the implementation of the existing *Too Good For Violence School Wide Program* into the culture of the school environment and get a buy-in from all staff.

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 of 2018, a majority of the staff will implement a School Wide Behavior System that incorporates positive behavior principles resulting in a 10% reduction of all discipline referrals for repeat offenders.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals

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 <u>often each activity will take place; and the intended impact of each activity.</u> Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	9/5/2017	At opening Faculty Meeting SCEP Team Members will present information regarding the current newly instituted Social Emotional School Program ; **Responsible** - School Leadership/SCEP team; **Participants** - Leadership Team, SCEP Team, all faculty and staff; **Frequency - 1X; Intended Impact -** Increase teachers' and staff understanding of the *"Too Good For Violence Program"* and list School Wide Goals for student behavior.
9/22/2017	9/22/2017	Discipline Committee Members will research and gather input from all stakeholders regarding ideas, suggestions and best practices to incorporate in a school wide behavior plan, specifically looking at using the common components from the *Too Good For Violence Program.* Questionnaire and Survey data will be collected from all stakeholders ; **Responsible** - Discipline Team, SCEP Team ; **Participants** - Leadership Team; SCEP Team members, teachers, staff, parents, students , **Frequency - 1X; Intended Impact -** To select best practices to incorporate in School Wide Behavior Plan utilizing components of the *Too Good For Violence Program.*
10/1/2017	11/1/2017	Distribute and share information gathered by Discipline Committee regarding behavior expectations and specific components of a School Wide Social Emotional Support Student Program with all stakeholders at School Wide Positive Behavior Kickoff Assembly and PBS Spirit Week ; **Responsible** - SCEP Members, Discipline Committee, Leadership Team; **Participants** - Leadership Team, SCEP Members, Teachers, Staff, Parents and Students; **Frequency - 1X; Intended Impact - T**o build a common understanding of the school wide behavior expectations and develop a listing of the student/family support systems available.

11/1/2017	6/1/2018	Provide on-going professional development for staff building capacity to deal with students from poverty and who on a daily basis experience trauma. Expand the "Too Good For Violence Program" throughout the year to include support and guidance for teachers to successfully utilize the components of the program in a PBS Classroom Program. **Responsible:** SCEP Members, Dean , Discipline Committee; **Participants:** Teachers and Staff; **Frequency:** 1X per month; **Intended Impact:** Share strategies, suggestions and tools to support and assist teachers and staff in addressing the complex needs of the students through the lens of a School Wide Social Emotional System that incorporates the "Too Good For Violence" philosophy and selected components.
1/1/2018	1/25/2018	Review mid-year Student Data (Behavior, Suspensions, Referrals, Attendance , Tardies, and Program Supports -Mentor Program, Guidance Groups, Peer support and Classroom PBS Programs) ; **Responsible** - SCEP Members and Discipline Committee ; **Participants** -Teachers, Staff, Parents Students, **Frequency** - 1X**; Intended Impact -** Monitor success and determine areas of need as well as define adjustments or interventions needed.
2/1/2018	2/15/2018	Hold 2nd annual "Mid Year Celebration" to celebrate school, teacher, student success. **Responsible**: Leadership Team, SQC, Participants: Teachers, Staff, Students. **Frequency:** 1X Per Year; **Intended Impact:** To highlight Success and build a positive, supportive environment.
2/1/2018	4/1/2017	Continue to review monthly and share student discipline data, monitoring teacher implementation of the plan in their classrooms and special area locations as indicated by a plus or minus score on the Social Emotional Class Check list ; **Responsible** - Leadership Team, SCEP Members, Discipline Committee ; **Participants** - Leadership Team, Teachers and Staff; **Frequency -** 1X per month **; Intended Impact - M**onitor use of Too Good for Violence Program components and other Social Emotional Supports to determine percentage of staff buy in comparison with the reduction in numbers of student repeat offender data.
3/12/2018	3/16/2018	Review 30 - Week - Student Data (Behavior, Suspensions, Referrals, Attendance , Tardies, and Program Supports -Mentor Program, Guidance Groups, Peer support and Classroom PBS Programs) ; **Responsible** - SCEP Members and Discipline Committee ; **Participants** -Teachers, Staff, Parents Students, **Frequency** - 1X**; Intended Impact -** Monitor success and determine areas of need as well as define adjustments or interventions needed.
6/1/2018	6/18/2018	End of year review of data to determine reduction rate of repeat offenders and celebration of results ; **Responsible** - Leadership Team, SCEP Members , Discipline Team ; **Participants** - Teachers , Staff, Students, Parents; **Frequency -** 1X; **Intended Impact -** Celebrate success and make adjustments to program for the 2018-2019 School Year.

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:	April 26-27, 2017
B2. DTSDE Review Type:	District-Led

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.**	A school is only as strong as its' relationship with its' community. We need to continue to build strong relationships between the school community and families. The need to enhance opportunities for reciprocal communication between families and school is clearly evident by on the School Family Performance Scan. Our District Led Review indicated that the School needs to research and explore best practices around increasing the use of school web pages and social media to strengthen and increase partnerships with families. We need to develop a user friendly manner in which to pass along grade level materials and data to parents/families.

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 April 2018, 90% of the staff will agree upon the technology tool or tools they wish to implement to build strong reciprocal communication with parents and improving family relationships for the purpose of increasing student achievement for all subgroups
D2. **Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.**	Parent Participation in District/School Surveys

E1. **Start Date:** Identify the projected start date for each activity.	E2. **End Date:** Identify the projected end date for each activity.	E3. **Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.**
9/5/2017	9/5/2017	Present information at Opening Faculty Meeting to all stakeholders about the requirement of parent communication. We will continue to use Positive Communication Log with the goal to research and select new technology tools school wide to communicate information with parents ; **Responsible** - Leadership Team, SCEP Team Members; **Participants** - Leadership Team, Teachers, ; **Frequency - 1X; Intended Impact:** Inform staff about Communication Program with the goal of selecting a Technology tool by the end of the School Year. act - To present information regarding goal for Tenet 6.
9/5/2017	9/30/2017	Create a Family Event Calendar highlighting all family events currently planned for the year using input from Family Survey distribute at Open House. **Responsible:** School Quality Team; **Participants:** All Teachers and Staff, Families; **Frequency**: 1X; **Intended Impact:** To increase and provide on-going Family Friendly Events at the School to create a positive, family/student friendly school community.
9/5/2017	3/5/2017	A newly formed School Technology Committee will research technology tools available and gather needs and requirement information from all stakeholders(Survey1) ; **Responsible** - Leadership Team, SCEP Team Members, Technology Review Team Members ; **Participants:** Technology Team Members, Teachers, SQC and Parent Members, Students ; **Frequency** - 1X per Month; **Intended Impact** - Gain insight of parent needs and review available technology tools for teachers to utilize that address these needs.
10/1/2017	3/1/2018	Monthly presentations of technology tools currently available and being used by a staff member who agrees to pilot or is currently using the technology in their classroom; **Responsible** - Technology Committee, Coaches, Teachers; **Participants** -All Faculty and Staff; **Frequency** - 1X per month at Faculty Meeting or Grade Level Meeting (via webinars or smart video presentation) ; **Intended Impact** - To expose Teachers and Staff to Technology tools available specifically those available with the newly adopted ELA and Math instructional materials .

3/1/2018	3/25/2018	Pilot Teachers survey their parents to gain information regarding Technology Tool piloted. **Responsible:** Technology Team; **Participants:** Pilot Teachers; **Frequency:** 1X; **Intended impact:** Gather information for teachers regarding new technology tools to use.
3/25/2018	3/25/2018	Selection of School Wide Tools ; **Responsible** -Technology Team; **Participants** - Leadership Team, Teachers , Coaches ; **Frequency -** 1X**; Intended Impact - To have a reciprocal means of communication between school and parents that will result in an increase in student achievement for al students.**
3/25/2018	5/10/2018	Grade level meetings to train teachers on new Technology tools ; **Responsible** - Technology Team, Coaches, ; **Participants** - Leadership Team, Teachers, Coaches, ; **Frequency -** 1X Monthly **; Intended Impact -** To ensure teachers and administration understand the tools selected and how to use them effectively to communicate with parents.
3/25/2018	4/20/2018	Create Parent Technology Information Flyer for Parents and make all call to inform them of new communication tool(s) and upcoming Technology Information Night. **Responsible:** Technology Team; **Participants:** All Teachers and parents. Frequency: 1X; **Intended Impact:** Share information with parents.
3/25/2018	6/10/2018	All teachers will use the tool in their classroom by the end of the year to communicate information at least 1 time with parents. **Responsible:** Technology Team; **Participants:** All Teachers; Frequency : 1X; **Intended Impact:** To use the Technology Tool Selected to communicate information regarding classwork, information or student progress with parents.
3/10/2018	5/10/2018	On going Parent Technology Information Night(s) to present and share information with parents. ; **Responsible** - Leadership Team, Technology Committee, Teachers; **Participants** - Teachers, Parents, Students and Staff; **Frequency -** 1X**; Intended Impact -** To introduce parents to the technology available and share how Teachers will communicate important information regarding their child's progress.
6/1/2018	6/22/2018	Survey parents on Positive Parent Communication and Positive School Community Events; **Responsible:** Technology Committee and SQC Members; **Participants:** all Parents; **Frequency:** 1X; **Intended Impact:** To determine if Technology Tools, Positive Communication , School Parent Family Events improved school family relationships.(based on parent survey data)
6/1/2018	6/30/2018	Develop a Technology Parent Handbook for the 2018-2019 School Year; **Responsible** - Leadership Team, Technology Team ; **Participants** - Leadership Team, Technology Team, Teachers; **Frequency - 1X; Intended Impact -** Provide information for the 2018-2019 School Year regarding Positive Parent Communication and Student Success. All households will receive a copy at Open House at the start of the 2018 school year.
6/22/2018	6/22/2018	Technology Tools Selection and presentation meeting ; **Responsible** - Technology Committee Team , Leadership Team; **Participants** - Leadership Team, Technology Team, Teachers and Staff; **Frequency - 1X; Intended Impact -** Agreement from Teachers and Staff to use the Technology Tools Selected for the purpose of reciprocal communication with parents during the 2018-2019 School Year for improved student achievement.