

<b>LEA Name:</b>	Niagara Falls City School District
<b>LEA BEDS Code:</b>	400800010000
<b>School Name:</b>	Henry J. Kalfas Magnet School

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

<b>Contact Name</b>	Italo J. Baldassarre	<b>Title</b>	Principal
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**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.**

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

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

### THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Mark Laurrie	
President, B.O.E. / Chancellor or Chancellor's Designee		Robert M. Restaino	

## Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
  
2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
  
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
  
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .
  
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
  
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

### School Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 7, 2018	Henry J. Kalfas Magnet School		
July 20, 2018	Henry J. Kalfas Magnet School		

Name	Title / Organization	Signature
Italo J. Baldassarre	Principal/Henry J. Kalfas Magnet School	
Amy Beckett	Special Education Department Chair/Henry J. Kalfas magnet School	
Colleen Caprio	Mathematics Instructional Coach/Henry J. Kalfas Magnet School	
Maria D'Antonoli	Teacher Grade 1/Henry J. Kalfas Magnet School	
Thomas Filosofos	Teacher Grade 5/Henry J. Kalfas Magnet School	

## 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 Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The most significant positive impacts that resulted from the previous year's plan include:

- The percentage of staff members who reported that they have connected with the school vision grew from 75.9% to 88.9% (PLC School Performance Scan 2017-2018)
- The percentage of classroom walkthroughs where teachers were observed to be courteous to students increased from 92% to 98%
- The percentage of classroom walkthroughs where documented instructional outcomes were observed increased from 59% to 92%
- The total number of student discipline referrals dropped by 23%
- The total number of student suspensions dropped by 24%

- 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.

A review of classroom management practices in 2017 revealed that teachers (14 of 21) who had developed a classroom Positive Behavior Plan with a formal system of rewards submitted 70% fewer referrals for discipline than their peers during the 2016-2017 school year. This led the School Leader to encourage every teacher to develop a classroom Positive Behavior Plan at the start of the 2017-2018 school year. 19 of 21 teachers developed and submitted a plan that included a formal system of reward, resulting in a 23% decrease in the number of referrals for discipline school-wide during the 2017-2018 school year (2018 n=180, 2017 n= 232, 2016 n=311). The school is targeting 100% participation by school staff, resulting in even fewer disciplinary referrals for the 2018-2019 school year. In 2017-2018, four (4) first year teachers were assigned to the school. In response the School Leader assigned the Mathematics Instructional Coach to each of the four (4) classrooms for sixty (60) minutes per week to provide direct guidance in the faithful implementation of the Investigations III Mathematics Program. As a result student mean performance on the NWEA for all four (4) first year teachers ranged between 1% and 3% of the District mean in Mathematics.

In developing the CURRENT YEAR'S plan:

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

The School Leader will ensure that 70% of teachers have access to a minimum of 140 minutes of weekly common planning time to collaborate, analyze student work and inform instruction (DDI).

The School Leader will conduct weekly classroom visits providing feedback that references regular checks for understanding, differentiation and a closing resulting in increased student achievement.

The School Leader will conduct monthly grade level meetings to evaluate G.A.N. data/action steps, identify exemplars, discuss student needs and inform teacher planning and instruction resulting in increased student achievement.

Instructional Coaches will provide monthly job-embedded professional development related to the creation of lesson plans that utilize checks for understanding that include student self-evaluation resulting in increased student achievement.

The School Leader will provide teacher compensation for additional parent-teacher conference nights in grades K-6.

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

Provide more time for school directed professional development and peer collaboration.

Establish clear standards for teacher planning, instruction and differentiation.

Utilize the achievement, attendance, behavior and socioeconomic data currently available to identify and advocate for at-risk students.

Provided parents and staff with training on the development of effective home-school partnerships.

- 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 Henry J. Kalfas Magnet School...

We will be child centered and with the support of families effectively communicate high expectations for students and staff. We will create an instructional environment that has realistic measurable goals and utilizes approaches that are developmentally appropriate and differentiated to meet the needs of every student. We will foster an environment that is physically, intellectually and emotionally safe. We will with the support of family and mentors develop learners that are self-disciplined, engaged and respectful to others.

We will build positive relationships, demonstrate respect and work together toward common goals through effective communication with co-workers, students, parents and the community. We will remain positive, approachable, supportive, visibly present and involved. The tenets of the school mission correlate with the identified needs of the school to provide more time for professional development and peer collaboration, establish clearer standards for planning, instruction and differentiation, use data to identify and advocate for at-risk students and foster effective home-school partnerships.

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

Students with Disabilities – To exceed the combined English Language Arts and Mathematics Performance Index (PI) Focus School cut point by 10 points.

African American Students - To exceed the combined English Language Arts and Mathematics Performance Index (PI) Focus School cut point by 15 points.

Economically Disadvantaged Students - To exceed the combined English Language Arts (ELA) and Mathematics Performance Index (PI) Focus School cut point by 15 points.

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

The school leader has conducted classroom walkthroughs and formal observations that note the implementation of the District provided curriculum and prioritized look fors. Teachers have direct access to curriculum maps for each grade level subject that have been developed by teacher committees to align with the Common Core Learning Standards and account for the pedagogical shifts. Common planning time in excess of 140 minutes weekly (grade level and interdisciplinary) will be scheduled for most teachers during the 2018-2019 school year. The Journeys Program for English Language Arts and the Investigations 3 Program for Mathematics will be inclusive of all grades K-5 in 2018-2019. The school implements the established District RTI model for English Language Arts with fidelity (K-4). Instructional coach support has been provided in English Language Arts and Mathematics to co-plan lessons, model instructional practices and review assessment data with teachers. A process for the collaborative development of Greatest Areas of Need goals and grade level action plans has been implemented, to include the monthly review of data and student work. A building-wide Positive Behavior Management (PBM) Plan has been adopted and teachers have been encouraged to create proactive reward structures in their classrooms. A classroom matrix of expected student behaviors has been posted in every classroom while the Four (4) Bs (Be Respectful, Be Responsible, Be Safe and Be Bully Free) have been the primary focus of daily student communication. A formal Counseling Plan was developed in 2017-2018 that includes referral protocols for at-risk students and consultation with the Student Teacher Action Response Team (START).

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

Evident gaps in student knowledge have been exacerbated by a lack of consistency in teacher planning. Currently there are limited opportunities for teachers to collaborate at grade level while wide variation in the instruction, the use of rigorous materials and the application of differentiation strategies exists. High rates of student absenteeism have interrupted the continuity of instruction in the primary grades, leaving students academically at risk in the intermediate grades. These barriers will be addressed by:

- Continuing the Greatest Area of Need Process to foster collaboration and more frequent opportunities for model lesson studies
- Articulating more clear expectations for teacher planning, instruction and differentiation
- Scheduling common grade level planning time for the majority of teachers
- Measuring the consistent implementation of PBM strategies and the development of formal classroom management plans
- Utilizing the achievement, attendance, behavior and socioeconomic data currently available in the District student Management System to identify and advocate for at-risk students
- Providing parents and staff with training on the development of effective home-school partnerships

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

Instructional coaches have been provided by the District in Mathematics and Language Arts to facilitate data analysis and collaborative planning. Consistent with the needs identified above they will provide monthly job-embedded professional development related to the creation of lesson plans that incorporate clear objectives, utilize checks for understanding, provide for differentiation and a closing. The School Leader will continue to facilitate the Greatest Area of Need process, through which teacher identified instructional priorities will be used to establish grade level student performance targets and action steps that will be evaluated monthly. Teachers will continue to have direct access to curriculum maps while receiving District coordinated professional development in the implementation of The Journeys Program for English Language Arts instruction (K-5) and Investigations 3 for Mathematics instruction (K-5). In preparation for the integration of ENL Services two voluntary book studies and mandated introductory training will be provided to staff by September 2018.

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

The School Leader will provide families with a Parent Handbook and monthly updates through the monthly school newsletter (with multiple translations for ENL families). Parents will be personally invited to attend Open House, Parent Teacher Conferences and monthly Parent Education Group (PEG) meetings where child care services will be provided. In addition, the School Leader will create a social media director position to coordinate parent school communication through social media and provide teacher compensation for additional parent-teacher conference nights in grades K-6. Parents of students with special needs will also receive invitations to participate in CSE/CPSE planning and reviews. Student planners for daily teacher-parent communication have been purchased for all students (2-6) while students in grades 3-6 will receive written academic progress reports every five (5) weeks. The School Leader will regularly communicate high expectations for student conduct and teacher professionalism by regularly visiting classrooms, appearing on the morning television broadcast, conducting parent/teacher conferences, articulating professional expectations at monthly faculty meetings and regularly collaborating with the school's Parent Group and the School Quality Council (SQC).

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

The School Comprehensive Education Plan will be presented to stakeholders via the initial Parent Education Group meeting, School Quality Council reorganization, a parent presentation at Open House and linked to the school's social media platforms (website, Facebook, Twitter).

## 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>	May-16
<b>B2. DTSDE Review Type:</b>	IIT

<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>	To create a school community and culture that lead to success and high academic outcomes for all students via systems of continuous and sustainable school improvement, primary needs are for the School Leader to communicate expectations and provide timely feedback and support based on data collected during classroom walk-throughs. During the 2017-2018 school year walk through data noted the following look fors (with observed average frequency): lessons have clear learning objectives (66%) and a closing (38%); teachers use information collected during lessons to modify the following lesson to take into account student starting points (56%).
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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, 100% of classroom teachers will have each received written feedback based on data collected using established written tools during a minimum of 5 classroom walk-throughs and plan book reviews.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Classroom Visits (Observations and Walkthroughs); Teacher Lesson Plans and Artifacts

<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
Sep-18	May-19	The School Leader will conduct weekly classroom visits providing feedback that references regular checks for understanding, differentiation and a closing resulting in increased student achievement. (R - School Principal, P - Teachers, F - Weekly, II - Improved instruction to increase student achievement)
Sep-18	May-19	The School Leader will conduct monthly grade level meetings to evaluate G.A.N. data/action steps, identify exemplars, discuss student needs and inform teacher planning and instruction resulting in increased student achievement (R - School Principal, P - Teachers, F - Monthly, II - Improve instruction to increase student achievement)
Sep-18	May-19	The School Leader will ensure that 70% of teachers have access to a minimum of 140 minutes of weekly common planning time to collaborate, analyze student work and inform teacher planning and instruction (DDI). (R - School Principal, P - Teachers, F - Weekly, II - Observable differentiation to improve instruction to increase student achievement)

### 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>	May-16
<b>B2. DTSDE Review Type:</b>	IIT

<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>	To ensure that teachers plan effective lessons that include DDI, align to the CCLS and incorporate student needs, complex materials and higher order questioning, teachers need to modify their planning for upcoming lessons so that the needs of students including those with disabilities and ENL learners, are met. Teachers must use formative assessment data to adjust their planning to differentiate activities, student groupings, and materials. While teachers reported that they actively utilize data to differentiate instruction (73% PLC School Performance Scan), walkthrough data from 2017-2018 revealed that although teachers were observed to utilize checks for understanding, differentiation was evident in only 38% of the lessons observed.
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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 100% of all teachers will plan, modify and adjust their lessons based on formative assessment data collected to differentiate instruction to meet the needs of students, as evidenced by teacher planning artifacts, student groupings, walk through data, and teacher observations.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Classroom Visits (Observations and Walkthroughs); Teacher Lesson Plans and Artifacts; Greatest Area of Need (Formative Assessment Data)

<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
Sep-18	May-19	The School Leader will conduct weekly classroom visits providing feedback that references regular checks for understanding, differentiation and a closing resulting in increased student achievement. (R - School Principal, P - Teachers, F - Weekly, II - Improved instruction to increase student achievement)
Sep-18	May-19	Teachers will develop and produce daily planning documents and artifacts that demonstrate the use of formative assessment to differentiate instruction resulting in increased student achievement. (R - School Principal, P - Teachers, F - Daily, II - Observable differentiation to increase student achievement)
Sep-18	May-19	The School Leader will ensure that 70% of teachers have access to a minimum of 140 minutes of weekly common planning time to collaborate, analyze student work and inform teacher planning and instruction (DDI). (R - School Principal, P - Teachers, F - Weekly, II - Observable differentiation to improve instruction to increase student achievement)

### 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>	May-16
<b>B2. DTSDE Review Type:</b>	IIT

<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 for teachers to engage in strategic practices and decision-making that addresses the gap between what students know and need to learn, teachers need to use data more effectively to drive instruction while engaging students in self-evaluation through specific and targeted feedback. Walkthrough data from 2017-2018 revealed that although teachers were observed using checks for understanding in 93% of lessons, differentiation was evident in only 38% of the lessons observed. Student opportunities for self-evaluation were limited as only 57% of teachers reported that students are able to track and reflect upon their own learning (PLC School Performance Scan). Only 68% of students reported that they receive extra help when needed (PLC Student Voice Elementary).
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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, 95% of all teachers will be observed utilizing differentiated instructional strategies based on checks for understanding and implementing a system for student self-evaluation and feedback.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Classroom Visits (Observations and Walkthroughs); Teacher Lesson Plans and Artifacts; Greatest Area of Need (Formative Assessment Data)

<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	The School Leader will conduct weekly classroom visits providing feedback that references regular checks for understanding, differentiation and a closing resulting in increased student achievement. (R - School Principal, P - Teachers, F - Weekly, II - Improved instruction to increase student achievement)
Sep-18	May-19	Teachers will develop and produce daily planning documents and artifacts that demonstrate the use of formative assessment to differentiate instruction resulting in increased student achievement. (R - School Principal, P - Teachers, F - Daily, II - Observable differentiation to increase student achievement)
Sep-18	May-19	Instructional Coaches will provide monthly job-embedded professional development related to the creation of lesson plans that utilize checks for understanding that include student self-evaluation resulting in increased student achievement. (R - Instructional Coaches, P - Teachers, F - Monthly, II - Improve instructional practices to increase student achievement)
Sep-18	May-19	The School Leader will conduct monthly grade level meetings to evaluate G.A.N. data/action steps, identify exemplars, discuss student needs and inform teacher planning and instruction resulting in increased student achievement (R - School Principal, P - Teachers, F - Monthly, II - Improve instruction to increase student achievement)

## 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>	May-16
<b>B2. DTSDE Review Type:</b>	IIT

<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 for the school community to identify, promote and support social and emotional development that is conducive to learning for all constituents, primary needs include for teachers to establish courteous and collaborative relationships with students and parents, and developing clear and consistent procedures and expectations for behavior that include positive behavior management strategies. According to the School Performance Scan, 15.4% of teachers feel that student behavior does not interfere with instruction. Additionally, 51.9% of the teachers feel that the school has a positive and upbeat school culture and only 48% of the teachers believe that the school has an effective system for developing student social emotional health.
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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 October 1, 2018, 100% of staff will develop and implement a positive behavior management plan as measured by classroom walk-throughs and observations.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Classroom Visits (Observations and Walkthroughs); Student Discipline Referral Rate; Student Suspension Rate (Short-Term/Long-Term); PLC Performance Scan/Student Voice/Family Engagement Survey Data

<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	The School Leader will outline detailed expectations for staff and students' relationships, student behavior, and the teacher's role in managing student behavior resulting in a more positive school culture and a reduction in the number of staff referrals for student discipline. (R - School Principal, P - All Staff, F - Monthly, II - Improved school culture)
Sep-18	May-19	The School Culture Committee will meet quarterly, to support the development of a positive school culture and establish guidelines for behavioral interventions resulting in a reduction in the number of staff referrals for student discipline and student out-of-school suspensions. (R - School Principal, P - All Educators, F - Quarterly, II - Positive school culture)
Nov-18	May-19	The School Counselor will review the School Counseling Plan (quarterly) to identify and address the social and emotional needs of students, resulting in improved student social and emotional health. (R - School Counselor, P - Teachers and Students, F - Weekly, II - Improved student social and emotional health)
Nov-18	May-19	The School Leader will charge a social media director position with coordinating parent school communication and serve as a liaison to the school parent organization. (R - School Principal, P - Staff and Parents, F - Weekly, II - Improved school/family partnerships)

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<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>
<b>B1. Most Recent DTSDE Review Date:</b>	May-16
<b>B2. DTSDE Review Type:</b>	IIT

<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 have 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, a primary need is to increase parent participation in parent group and school sponsored activities. Only 50% of teachers have reported that the frequency of home school communication with families is sufficient and only 40% of teachers believe that the school helps parents set high expectations for their children. Only 42% of teachers believe that our school and family organizations work well together (PLC School Performance Scan). It is noted that the 2017-2018 PLC Family Engagement Survey was invalidated do to a lack of parent responses.
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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, 85% of parents will state that the school actively engages families in conversations around student needs and progress, as reported on the PLC Family Engagement and School Performance Scan Surveys.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent attendance at parent group and school sponsored activities; Parent participation in district/school surveys

<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	Staff will embed curriculum based activities into school sponsored cultural celebrations, student recognition and family events. (R - Staff, P - Parents, F - Monthly, II - Increased parent awareness of the curriculum, exit criteria and attendance data)
Dec-18	May-19	The School Leader will provide teacher compensation for additional parent-teacher conference nights in grades K-6. (R - School Principal, P - Staff and Parents, F - Annually, II - Improved school/family partnerships)