

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010008
School Name:	Dr. Martin Luther King, Jr. Elementary School

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Nicola (Nicki) DiLeva	Title	Principal
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Website for Published Plan	http://www.schenectady.k12.ny.us/about_us/district_dashboard/district_school_improvement_plans		

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		Laurence T. Spring	
President, B.O.E. / Chancellor or Chancellor's Designee		John Foley	

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 21, 2018	Principal's Office 2:45-4:15		
June 13, 2018	Principal's Office 2:45-4:15		
July 2, 2018	Principal's Office 9:00 - 11:00		
July 3, 2018	Principal's Office 9:00 - 11:00		

Name	Title / Organization	Signature
Nicola (Nicki) DiLeva	Principal	
David Rossi	Instructional Supervisor	
Stefanie Graham	Intervention Specialist	
Rebecca Fogg	School Psychologist	
Jennifer Merritt	Social Worker	
Janel Palmer	Teacher	
Kristin Carpenter	Teacher	
Rosemary Panetta	Paraprofessional	
Jasmine Santiago	Paraprofessional	
Amy Haas	Reading Specialist	
Amy Higgs	Reading Specialist	

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
X	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).

Due to the goals of last years SCEP more teachers took responsibility in identifyting students who were persistently absent. Teachers took the lead in calling families to find out why students were absent and brought chronic absenteeism to the attention of administration and the attendance paraprofessional. While this did not have the desired outcome of reducing chronic absenteeism by 10%, it did have an impact on teachers and their understanding of why attendance matters. Additionally, student council was created and implemented. The group did several projects around the school and took ownership of students leadership within the building.

- 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.

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

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

We will develop a literacy checklist for walkthroughs and observations. This will help to give school leaders focus on what to look for in lessons as well as give teachers written feedback to better improve their instruction. Additionally, we will focus on attendance this year, by targeting students who have had consistent attendance problems in previous year.

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

Low proficiency rates on ELA and Math Assessments
High number of student absences
High rate of students living in poverty

- 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.

We believe that for each and everyone of us, academics is our road to college and career readiness. While we believe in educating the whole child, we put our focus on academics. We work to remove barriers that prevent students from learning through programs such as the Sunshine Room or the Unique Boutique. Everything we do including decisions made and dollars spent, focus on academics and helping our student to achieve.

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

8% increase for black students
8% increase for students with disabilities

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

The building leadership will use a comprehensive professional development plan, PLCs, common planning meetings, student council, to focus on student achievement through data analysis, as well as thoughtful, rigorous, and cultulary responsive lesson planning and delivery that incorportate higher order thinking questions and high leverage practices.

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

Creating the shared sense of urgency among staff, parents, and community. This will be addressed by sharing data through events like Back to School Night, Literacy Night and Math Night. There will also be a montly school newsletter which shares the schools data with families.

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

1. Teachers will have professional development in high leverage practices to continue work that was done in previous years and to ensure that teachers continue to use these practices in the classroom. Research shows that these HLPs provide the greatest impact on student achievement.
2. Professional development will be provided on data analysis so that teachers can understand data. Teachers are expected to use data driven instruction and need to know how to interpret the data to make decisions about instruction
3. Teachers will have the opportunity to participate in several book clubs in order to improve classroom and instructional practices.
4. School Leaders will give written and verbal feedback to teachers to help improve their practice
5. School leaders will use walkthrough and observation data to plan, develop, and offer professional development
6. Teachers will have professional development on trauma and its impact on students in order to make classrooms more culturally responsive and help teachers to understand challenges that students face and how to better deal with those challenges.

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

Grade level Common Planning Meetings
BLT Meetings
Coffee talk discussions with parents
Walkthrough observations
APPR observations
Back to school nights
Literacy Night
Math Night
International Night
Informal Conversations

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

This plan will be shared with teachers and staff on the first professional development day prior to the opening of school. A copy of this plan will be made available in the principals office, the instructional supervisors office and the main office. A copy will be distributed to district leaders. A copy will be published to the state website.

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:	November 14-15, 2017
B2. DTSDE Review Type:	District-led visit

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.	The DTSDE review indicated there was a need for increased high-quality, rigorous instruction by increasing teacher feedback. Students reported not feeling more challenged in their classroom. Teachers reported that feedback was not substantive.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By October 2018, the school leaders will develop a literacy block checklist for walkthroughs and provide actionable, explicit feedback monthly, as well as ongoing supports to teachers and interventionists to increase ELA achievement for black students and students with disabilities by 8%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student scores on Read360 and district interim assessments Fall and Spring for black students and students with disabilities.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	10/1/2018	A Literacy Block Walkthrough form will be created to reflect effective explicit differentiated literacy instruction, high leverage practices, and Culturally Responsive elements.
9/15/2018	10/31/2018	The principal and instructional supervisor will conduct walkthroughs and provide specific and actionable feedback for instructional improvement
11/1/2018	11/10/2018	The principal and instructional supervisor will identify and meet with teachers who need support with literacy instruction in order to create and develop individualized support plans and school-wide professional development opportunities
11/10/2018	12/22/2018	The principal and instructional supervisor will conduct walkthroughs and provide specific and actionable feedback for instructional improvement
1/2/2019	1/12/2019	The principal and instructional supervisor will meet with teachers and grade-level teams to analyze individual literacy block walkthrough data to gauge the effectiveness of support plan and modify it accordingly
1/15/2019	2/28/2019	The principal and instructional supervisor will conduct walkthroughs and provide specific and actionable feedback for instructional improvement

3/1/2019	3/10/2019	The principal and instructional supervisor will meet iwth teachers and grade-level teams to anzlye individual literacy block walkthrough data to guage the effectiveness of support plan and modify it accordingly
3/12/2019	5/11/2019	The principal and instructional supervisor will conduct walkthroughs and provide specific and actionable feedback for instructional improvement
5/14/2019	5/25/2019	School leaders will meet with teachers and grade level teams to analyze individual Literacy block walkthrough data to gauge the effectiveness of support plan
10/1/2018	5/31/2019	Intervention Specialist will be lead professional development for seven monthly grade level meetings by attendance zone. The agenda will be derived form literacy block walkthrough data and be structured K-2 (1per month) (3-5 1 per month)
10/1/2018	5/31/2019	Outside administrator will complete monthly Literacy Block walkthroughs in each class and share observations with Admin and provide feedback to teachers

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:	November 14 - 15, 2017
B2. DTSDE Review Type:	District-led review

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.	The DTSDE report indicated that the school needs to develop and use a clear and definitive roadmap for how literacy is to be taught at each grade level using the district literacy plan as a guide to the curriculum and approach to be used for literacy instruction and reading intervention. This will help teachers to be more clear about the curriculum and approach to use when teaching literacy and to create clear and concise lesson objectives.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By December 22, 2018, all teachers will use a lesson plan format that ensures a quality literacy block lesson that incorporate clear lesson objectives, high leverage practices, explicit differentiated instruction, higher order thinking questions, leading to high student engagement and achievement as evidenced by an 8% increase between fall and winter STAR360 benchmark assessments and district interim assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	STAR360 benchmark assessments; district interim assessments

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/4/2018	9/5/2018	Principal and Instructional Supervisor will articulate the need for the lesson plan format and introduce the lesson plan format.
9/4/2018	6/14/2019	Principal and Instructional Supervisor will collect, review, and provide specific and actionable feedback to teachers on literacy block lesson plans twice each month.
9/4/2018	6/14/2019	Grade level teams will meet with principal and instructional supervisor in weekly common planning meetings to discuss objectives, high leverage practices, differentiation, assessment and instructional strategies being used in the literacy block.
9/4/2018	6/14/2019	During the first week of each month, teachers will implement on-demand writing activities where students will be asked to answer 2 higher order thinking question in which students are asked to analyze, synthesize, evaluate, or create.
9/4/2018	6/14/2019	Teachers will meet during PLC with grade level teams across feeder schools to analyze on-demand writing data using NYS rubrics to score
9/4/2018	6/14/2019	The principal, instructional supervisor and BLT will provide monthly professional development opportunities for teachers on Culturally Responsive Education, High Leverage Practices, Instructional Strategies, and the District Literacy Plan

9/10/2018	6/14/2019	Teachers will utilize diagnostic testing and specific interventions in order to "Move 2" students toward reading and math proficiencies. Teachers and Building Leaders will meet weekly in a 30 minute common planning and Grade level teams in daily PLCs to create data informed lessons and assessments. Minutes and "Move 2" data will be collected systematically in common Google docs and Grade Level formal binders.
10/1/2018	5/31/2019	Principal, Instructional Supervisor and 3 teachers will attend the conference: PLAIN Talk About Literacy and Learning. This institute addresses how we can prevent and remediate reading difficulties, how children read and why some children have difficulties learning to read. The institute provides the latest research on reading and effective strategies that can be implemented in classrooms. The team will provide all staff with PD to learn the strategies and information provided to the team at the conference.

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 high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:	November 14-15, 2017
B2. DTSDE Review Type:	District-led review

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.	The DTSDE report indicated a need for administrators to monitor and provide regular, written feedback to teachers based on formal and informal observations and walkthroughs. This will increase rigor for students and improve teacher performance.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By October 2018, school leaders will develop and implement a walkthrough form that provides for written feedback to teachers of observations and walkthroughs. This will improve teacher performance and enable school leaders to offer targeted professional development to teachers. This will lead to an 8% increase in achievement on STAR 360 benchmark assessments and district interims
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	STAR 360 Benchmark Assessments; District Interim Assessments

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	9/30/2018	Principal and Instructional Supervisor will create a walkthrough form that includes written comments to teachers
10/1/2018	6/21/2019	Principal and Instructional Supervisor will conduct walkthroughs and observations providing written and verbal feedback to teachers
10/1/2018	6/21/2019	Principal, Instructional Supervisor and BLT will meet bi-weekly to analyze walkthrough data and develop and present appropriate and needed professional development for teachers
2/4/2019	3/30/2019	Principal, Instructional Supervisor and 3 teachers will attend the conference: PLAIN Talk About Literacy and Learning. This institute addresses how we can prevent and remediate reading difficulties, how children read and why some children have difficulties learning to read. The institute provides the latest research on reading and effective strategies that can be implemented in classrooms. The team will provide all staff with PD to learn the strategies and information provided to the team at the conference.

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:	November 14-15, 2017	
B2. DTSDE Review Type:	District-Led Review	
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.	The DTSDE review indicated that staff and administration has been successful at implementing and using trauma sensitive tools such as the sunshine room, Unique Boutique, and backpack program. The review team indicated a need to create a system to track data around student social and emoational development health.	
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, student attendance at school will be improved by 10% as evidenced by at 10% decrease in chronic absenteeism leading to an 8% gain in oral reading fluency as evidenced by STAR360 benchmark assessment data and district interims.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student daily attendance data; STAR360 Benchmark Assessments, District Interim Assessments	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/4/2018	9/14/2018	The Intervention Specialist will gather data regarding students attendance from the 2017-18 school year. The Intervention Specialists will share this data with classroom teachers so that teachers can know which students have previously had attendance issues
9/17/2018	9/28/2018	Teachers, parent liaison, and social workers will make contact with parents of students who were chronically absent in the 2017-18 school year to introduce themselves and find out if there are any barriers to students being in attendance at school. This will include phone calls, conferences and home visits. This will be preventative contact before attendance issues arise in the current school year.
10/1/2018	6/21/2019	The principal, Instruction Supervisor, and Attendance committee will meet on a weekly basis to review individual student attendance and create interventions to be used with any student that has more than 10% absences. Data will be shared with faculty and staff at monthly faculty meetings.
10/1/2018	6/21/2019	Teachers will visit houses after school hours on a weekly basis to students who have more than 10% absenteeism rate
10/1/2018	6/21/2019	BLT will create lunch clubs for students to encourage students with more than 10% absentee rate to come to school. This will also be used to continue previous SEDH initiatives that have been previously implemented at MLK
11/7/2018	12/22/2018	Attendance committee will plan and present Professional Development for teachers on best practices for encouraging student attendance

9/30/2018	6/22/2019	BLT, the reading committee and the attendance committee will hold monthly awards assemblies at the end of each month to promote and celebrate student successes in reading, the monthly character trait, and perfect attendance for the month.

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:	November 14-15, 2017
B2. DTSDE Review Type:	District-led Review

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.	The DTSDE review indicated that school leadership should work with parents, teachers, and community partners to develop strategies that can be used before and after school, as well as events that foster partnerships to support the schools literacy roadmap. This will create better attendance at events and help parents to more clearly understand what they can do at home to support their child's literacy growth.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By December 22, 2018, the Principal, Instructional Supervisor, or BLT will create and implment a before and after school tutoring program for students who need interventions services and enrichment. This will lead to an 8% increase in oral reading fluency and reading comprehension as demonstrated on STAR 360 benchamark assessments and district interim assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	STAR360 Benchmark Assessments; District Interim Assessments

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/1/2018	9/1/2018	Principal and Instructional Supervisor will create a framework for before and after school tutoring
9/4/2018	9/5/2018	Principal and Insturctional Supervisor will share vision and framework for before and after school tutoring programs with staff during opening day faculty meeting
9/5/2018	9/14/2018	Principal and Instructional Supervisor will collect applications from teachers interested in working as a tutor
9/17/2018	6/21/2019	Teachers (tutors) will meet with students in need of academic intervention or enrichment before or afterschool on a weekly basis. Teachers (tutors) will share progress with Principal and Instructional Supervisor on a bi-weekly basis
9/17/2018	6/21/2019	Principal and Instructional Supervisor will meet with teachers (tutors) bi-weekly to discuss student progress and create academic intervention plans for each student receiving tutoring services
11/1/2018	6/21/2019	Teachers (tutors) will meet with parents once each quarter to review student progress and give parents strategies and resources to help students at home continue learning at home
10/1/2018	6/21/2019	Each month, the principal and instructional supervisor will invite members of the community come to classrooms to be "celebrity readers" to promote support for student independent reading.

10/1/2018	6/21/2019	The Principal, Instructional Supervisor, and BLT will host monthly coffee talk for parents in order to provide information, strategies and resources to parents and guardians on how to better assist students at home with their academic needs
9/5/2018	6/21/2019	The parent liaison will reach out to families via phone calls and home visits to better understand the needs families have in regards to helping their child be successful in school. The parent liaison will report back to the Principal, Instructional Supervisor and BLT.
9/5/2018	6/21/2019	Based on the parent liaison's report, the BLT will create workshops and learning sessions for parents on how to better help their child with reading and writing at home.
3/13/2019	3/13/2019	BLT will plan and provide a Literacy Night for students and parents to promote and support literacy at home.
9/1/2018	6/21/2019	The BLT will create and distribute a monthly newsletter to share data and upcoming events with families.