

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010013
School Name:	Paige Elementary School

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Christopher Turcio	Title	Instructional Supervisor
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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)
June 28, 2018	Paige Elementary School		
June 29, 2018	Paige Elementary School		

Name	Title / Organization	Signature
	Principal	
Chris Turcio	Instructional Supervisor/Paige Elementary School	
Christy Ferri	Teacher/Paige Elementary School	
Scott Pettingill	Teacher/Paige Elementary School	
Sue McCarthy	Teacher/Paige Elementary School	
Tiffany Franklin	Social Worker/Paige Elementary School	
Nella Marley	Parent/Paige Elementary School	

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school years SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- | | |
|-------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

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

- | | |
|-------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|-------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- | | |
|-------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was a modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | 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").

- | | |
|--------------------------|------------------------------------------------|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | 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).

The most significant positive impact that was observed was decreasing the number of referrals written throughout the school year. In addition, the number of suspensions used as a consequence was decreased and replaced with restorative practices.

- 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.

One mid-course correction that was needed was a discussion about what referrals should be used for. In addition, the communication between administration and teachers regarding student behavior needed to be adjusted. Administration made sure to write an email or have a discussion with a teacher about what the result of referrals or disciplinary measures were.

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

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

The highlights of this year's SCEP is to incorporate lesson plan collection, introduce a turn around room, create a monthly newsletter, create a celebration committee, and an increase in quality and quantity of building leader feedback.

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

Paige needs to improve its school culture to make it more positive for all individuals. Systems need to be put in place to provide support for both staff and students. There is a need to improve communication between all individuals in the school.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The Paige Mission is to ensure effective teaching practices, provide a safe learning environment and empower students to learn so that they can become productive and contributing members of the global community. With that in mind, the focus of the current 18/19 SCEP plan is to focus on the learning environment for students. Teachers will focus on objectives and planning lessons that will meet the needs of all students. The use of data to form groups and inform instruction will be stressed so that teachers are differentiating their lessons.

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

By June 2019, students ELA proficiency performance on district benchmark/Interim exams and F & P testing will increase by 8% for all students and 16% for Black students and students with disabilities.

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

School leaders will develop a schedule for collection of teachers' lesson plans, classroom walkthroughs and the analysis of data collected to provide a feedback loop to teachers.

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

The scope and sequence of work along with the number of initiatives can be overwhelming. The differences in philosophies of education can cause discourse amongst peers and administration. Priorities throughout the building vary and can cause disagreement about SCEP goals. Lack of resources and personnel could make following through on initiatives difficult.

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

Teachers will have the opportunity to attend the summer trainings offered by the district. There will also be multiple days throughout the year in which teachers and school leaders will have mandated professional development. Furthermore, administration will offer pd on specific days throughout a month and will discuss a variety of topics (ex. Google, assessments, guided reading, etc.). Administration will also ask teacher leaders to lead some of these learning opportunities to promote our school being a learning community.

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

The school leader will develop a parent focus group to address issue/concerns/ideas that will strengthen the home school connection. Weekly letters are sent from the school leader to staff to update and inform them of upcoming events and needed information. A monthly newsletter is sent to all families with school related tips and reminders.

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

A copy of the 17/18 SCEP plan will be housed in the main office. The plan will be discussed at the opening PTO/PPT event.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	March 2018
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.	According to 2018 referral and behavior data, there were 229 referrals written throughout the year. African American students accounted for 41.2% of all referrals despite representing 21.89% of the school's demographics. A new system for behavior referrals and discipline throughout the school day needs to be developed to ensure that students are no longer disproportionately referred. The creation and implementation of a "turn around room" in which students will have the opportunity to self-regulate and learn new techniques and strategies for recognizing their emotions and controlling their responses. In addition, data collected from the use of this room will be used to discuss classroom behavior management plans and their effectiveness for all students, but more specifically students of color.
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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 June 2019, referrals for Africa American students will decrease from 41.2% to 31.2%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly and quarterly review of referral data. Weekly review of turn around room data.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.
June 2018	August 2018	Admin will create a turn around room space by moving offices and personnel to new locations in the building.
June 2018	August 2018	Admin will meet with paraprofessionals who will be working in the turn around room and will ensure they are signed up for TCIS training.
August 2018	September 2018	Furniture and technology will be placed into the turn around room.
August 2018	September 2018	The procedure for using the turn around room space will be created and discussed among the BLT and with the paras who will be working the room.
September 2018	September 2018	The turnaround room procedure will be discussed with staff.
September 2018	June 2019	The turnaround room will be used throughout the school year.
November 2018	November 2018	Data about the turn around room along with the procedure will be discussed amongst grade levels and concerns or ideas for adjustment will be taken into consideration.
October 2018	June 2019	Turn around room data will be analyzed and discussions around difficult students will be had with the teacher, SBST, and/or parents.
May 2019	June 2019	Turn around room data will be analyzed and shared with staff with the purpose of making adjustments and reflection about the use of the turn around space.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	March 2018
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.	As a result of the district led review, the school leaders have not provided a feedback loop that provides specific and clear expectations to ensure that daily lessons are CCLS aligned, have a clear and measurable objective and reflect our district's focus on high leverage practices.
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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 June 2019, 100% of instructional lessons will be CCLS aligned and utilize high leverage practices, and measurable objectives as measured by specific observations during walkthroughs and review of teacher lesson plans.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly collection of lesson plans Daily or Weekly walkthrough observations followed by actionable feedback

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.
June 2018	September 2018	Creation and distribution of lesson plan template and procedure that will used for ELA lesson plan collection.
June 2018	September 2018	Creation and distribution of walkthrough template and procedure that will used for walkthroughs.
September 2018	June 2019	Implementation of walkthrough and lesson plan collection schedule. All information and results will be communicated to staff via one to one meetings, email correspondence, and/or monthly faculty meetings. Discuss high leverage practices.
November 2018	June 2019	Building leadership will review all relevant documents and procedures and make necessary adjustments based on the data, reflection and teacher feedback.
September 2018	June 2019	Teachers and support staff will use a variety of assessments to determine student ability and make adjustments to instruction based on assessment data.
October 2018	November 2018	Data Cycle 1: school leaders will collect lesson plans, perform walkthroughs, analyze data to provide actionable feedback to teachers. Administration and staff will use data to determine student need, and adjust teaching and lesson plans to meet academic needs.
December 2018	January 2019	Data Cycle 2: school leaders will collect lesson plans, perform walkthroughs, analyze data to provide actionable feedback to teachers. Administration and staff will use data to determine student need, and adjust teaching and lesson plans to meet academic needs.

February 2019	March 2019	Data Cycle 3: school leaders will collect lesson plans, perform walkthroughs, analyze data to provide actionable feedback to teachers. Administration and staff will use data to determine student need, and adjust teaching and lesson plans to meet academic needs.
April 2019	June 2019	Data Cycle 4: school leaders will collect lesson plans, perform walkthroughs, analyze data to provide actionable feedback to teachers. Administration and staff will use data to determine student need, and adjust teaching and lesson plans to meet academic needs.
November 2018	June 2019	Review of data quarterly followed by celebration of successes and achievements, and planning for areas of opportunity.

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:	March 2018
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.	According to the 2018 District-Led Review, the school leaders have not developed a system for the consistent analysis of teacher lesson plans and providing a feedback loop to ensure that daily ELA lessons are differentiated to meet the specific needs of all students.
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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 June 2019, 100% of teacher lessons and instruction will reflect feedback from administrative monthly walkthroughs and lesson plan collection procedures.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	ELA and Math Interim and Classroom Assessments Monthly ELA Lesson Plan Collection followed by Review and Feedback Monthly Walkthrough Followed by Review and Feedback

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.
June 2018	August 2018	Design of Lesson Plan Template and Lesson Collection Process and Procedure
August 2018	August 2018	Email the Lesson Plan Template and Procedure to all Teachers and Collect Questions and Concerns
August 2018	August 2018	Create Staff Presentation to Review Questions, Concerns and Ideas
September 2018	September 2018	Send Out Adjustments Made to Lesson Plan Template and/or Procedures
October 2018	May 2019	Administrators will implement lesson plan collection and procedure.
October 2018	November 2018	Administration will report out data about the lesson plan collection process and work with staff on areas of opportunity
November 2018	May 2019	As part of the BLT meetings, the topic of lesson plan collection will be discussed and administration will make appropriate adjustments

December 2018	January 2019	Administration will report out data about the lesson plan collection process and work with staff on areas of opportunity
February 2019	March 2019	Administration will report out data about the lesson plan collection process and work with staff on areas of opportunity
April 2019	May 2019	Administration will report out data about the lesson plan collection process and work with staff on areas of opportunity
October 2018	May 2019	Teacher lessons will be based on the results of the analyzed student data.
October 2018	May 2019	Positive results and achievements, great lessons, and innovation and creativity will be celebrated.
June 2018	June 2019	Administrator and teacher review of the lesson plan process with the purpose of making adjustments to the template or procedure if necessary

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	March 2018
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.	According to the district led review, school leaders have not created a format to acknowledge and celebrate the positive behaviors and academic achievements of Paige students. With this in mind, school leaders will create a Celebration Committee that will be charged with gathering information about aforementioned positive behaviors and academic achievement, and deciding the manner in which we as a school community will celebrate and/or acknowledge students (positive shout out, students of the month, assemblies, etc.).
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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 June 2019, the district led review team will report that Paige's scores on having a positive school culture will increase from 27% to 54%, and acknowledgement of student's gains will increase from 33.3% to 67%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly tracking of Celebration Committee's actions and celebrations. Monthly referral data. Monthly attendance audits for both students and staff. Building wide questionnaire results.

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.
August 2018	September 2018	Creation of the <i>Celebration Committee</i>
September 2018	October 2018	<i>Celebration Committee</i> will meet to work on logistics and plans.
September 2018	June 2019	The <i>Celebration Committee</i> will provide daily, weekly and monthly celebrations for teachers and/or administration to follow through on.
September 2018	June 2019	Referral and attendance data will be pulled monthly and compared to previous data from prior months and prior school years.
November 2018	November 2018	Administration will meet with the <i>Celebration Committee</i> to review progress and discuss needed changes.
October 2018	June 2019	The work of the <i>Celebration Committee</i> will be shared out with staff at faculty meetings and a brief question and answer session will follow.
September 2018	June 2019	A building wide questionnaire will be completed by students and staff each quarter. Results from the survey will determine adjustments and next steps for the <i>Celebration Committee</i> and school leaders. Questions will focus on school culture and recognition of student's academic and behavioral successes.
June 2019	June 2019	The <i>Celebration Committee</i> will meet with school leaders to discuss the first year's successes and struggles, and the team will start planning for the following 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:	March 2018
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.	According to the district-led review, a plan was needed to to systematically involve and communicate with all stakeholders to strengthen partnerships. Administration along with the BLT will work to create a monthly newsletter to send to staff, parents, and local businesses. The purpose of the newsletter will be to share our accomplishments and to inform stakeholders about what is happening at Paige elementary school. In addition, the newsletter will inform stakeholders about key topics for each month and suggest out of school academic ideas to aid our scholars.
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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 June 2019, the scores in tenet 6 from the School Performance Scan will improve by 15% in all areas that are below 50%, and will improve by 10% in all areas under 75%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent/Student Feedback about the Monthly Newsletter Responses from a Parent Focus Group BLT Review of the Newsletter and Feedback Increased Attendance at School Events Increased Engagement with Local Businesses

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.
August 2018	August 2018	Meet with BLT to discuss ideas about the newsletter. We will focus on format, accessibility to all families and ways to incorporate businesses.
August 2018	September 2018	Create a newsletter team that is charged with creating the monthly newsletter and ensuring its duplication and distribution.
November 2018	November 2018	Hold an open forum at Paige for any parent or local business owner to attend and ask questions, provide incite or voice concerns.
September 2018	June 2019	Creation and distribution of the monthly newsletter.
January 2019	January 2019	Reconvience as a newsletter team and then full staff with the purpose of reflection about the newsletter; pros, cons, next steps.
June 2019	June 2019	Review collected data and discuss the level of success of the newsletter. Brainstorm how to improve the newsletter for the following year.

