

<b>LEA Name:</b>	Schenectady City School District
<b>LEA BEDS Code:</b>	530600010029
<b>School Name:</b>	Woodlawn Elementary School

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

<b>Contact Name</b>	John Perreault	<b>Title</b>	Principal
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<b>Website for Published Plan</b>	<a href="http://www.schenectady.k12.ny.us/about_us/district_dashboard/district_school_improvement_plans">http://www.schenectady.k12.ny.us/about_us/district_dashboard/district_school_improvement_plans</a>		

**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 29, 2018	Project View (Woodlawn)		
June 28, 2018	Project View (Woodlawn), SBST Room		
June 29, 2018	Project View (Woodlawn)		

Name	Title / Organization	Signature
John Perreault	Principal	
Matthew Berkshire	Instructional Supervisor	
Kerri D'Alessandro	4th Grade Teacher	
Jennifer Cirincionne	Special Education Teacher	
Karen Moehle	Kindergarten Teacher	
Karin Yettru	5th Grade Teacher	
Cindy Christman	Kindergarten Teacher	

## 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 a 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).

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- 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.

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

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

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

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- 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.

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

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

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

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

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

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

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## 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>	December 2017
<b>B2. DTSDE Review Type:</b>	District-Led Review

<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>	An analysis of discipline referral data shows that in the 2017-2018 school year 33% of all black students, 25 % of all Latino students and 42% of multiracial students enrolled received a referral for discipline. An analysis of the same data shows that while black students make up 20.7% of total enrollment, they account for 48% of all referrals, Hispanic students make up 9.67 % of enrollment, but account for 15% of all incident referrals, and students of two or more races make up 14% of total enrollment, but make up 28% of of all incident referrals. All of these numbers indicate disproportionality.
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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, the student risk factor for Black, Latino, and Multiracial students receiving incident referrals will decrease by 25%.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student Incident Referrals, Student Enrollment Numbers

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
9/2018	10/2018	School building administration will meet with the BLT to reflect on successes, areas in need of improvement, turnkey efforts and current plans of action in order to establish a clear understanding of the current strenghts and weaknesses of school personnel capacity.
9/2018	10/2018	School building admininstration and the BLT will meet to discuss disaggregated data for academic, behavioral and attendance outcomes in order to identify key points that are distinct.
9/2018	10/2018	School building adminstraion will meet with the BLT to identify root causes by identifying beliefs, policies and practices that contribute to the building's data outcome.
10/2018	11/2018	School building administration will meet with the BLT to identify solutions. Goals and objectives will be written in clear observable, measureable, and realistic terms while speficially connecting to root causes.
10/2018	11/2018	School building administration will meet with the BLT to establish a progress monitoring timeline, noting frequency, intensity and duration as well as who is responsible.
11/2018	12/2018	School building administration and BLT will review resources around culturally responsive education (Milner, Hammond, Emdin, and Hayes ) to utilize during professional development during faculty meetings and PLCs.

1/2019	6/2019	During faculty meetings, school leadership will present and facilitate conversations and reflections from readings by Milner, Hammond and Emdin in conjunction with data in order to share out prior work done by the BLT
1/2019	6/2019	Ongoing implementation and progress monitoring of solutions and progress toward goals and objectives established in October and November

### 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>	December 2018
<b>B2. DTSDE Review Type:</b>	District-Led Review

<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>	An analysis of Level 1 reports of data from the 2018 NYS ELA test shows that students in grade 3, 4, and 5 had an mean raw score of 9.7, 5.6 and 9.5 (out of 16) respectively. An analysis of student scores on the short and extended response sections of the ELA Interim assessment show that 3rd graders earned 57 % of total points possible on short response and 37 % of total points possible on extended response. 4th graders earned 59 % of total points possible on short response and 52 % of total points possible on extended response. 5th graders earned 61% of total points possible on short response and 57% of total points possible on extended response.
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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 April 2019, students in Grades 3-5 will earn 75 percent of the total points possible on the short and extended response on the spring ELA Interim Assessment.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Data analysis of student responses on district created ELA Interim Assessments that will be given in October, December, March and June of the 2018-2019 school year

<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.
July 2018	August, 2018	Three teachers will use Lucy Calkins' The Literary Essay as a basis for writing plans for instructing students in grades 3-5 on writing in response to literature. This plan will use common language and goals related to writing to create continuity between grade levels which will impact planning and instruction.
September 2018	October, 2018	During PLC time, school leaders will share exemplars of student writing and expectations for student writing at each grade level for teachers in grades K-5
September 2018	October 2018	During PLC time, school leaders will provide teachers in grades 2-5 with materials and professional development related to teaching how to write in response to literature
October 2018	October 2018	Administration of ELA Interim for students in grades 2-5
October 2018	November 2018	Grade level teams and corresponding service providers will analyze data from the ELA Interims
October 2018	December 2018	During PLC times, grade level teachers will purposely plan for building in constructed response writing opportunities based on the existing units across the curriculum based on noticings from the data analysis
December 2018	December 2018	Administration of ELA Interim for students in grades 2-5



December 2018	January 2018	Grade level teams and corresponding service providers will analyze data from the ELA Interims
January 2019	February 2019	During PLC times, grade level teachers will purposely plan for building in constructed response writing opportunities based on the existing units across the curriculum based on noticings from the data analysis
February 2019	February 2019	Administration of ELA Interim for students in grades 2-5
February 2019	March 2019	Grade level teams and corresponding service providers will analyze data from the ELA Interims
March 2019	May 2019	During PLC times, grade level teachers will purposely plan for building in constructed response writing opportunities based on the existing units across the curriculum based on noticings from the data analysis
September 2018	June 2019	Teachers in grades K-5 will use the Lucy Calkin's Units of Study in opinion, information and narrative writing to explicitly teach writing through the Writer's Workshop model

### 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 high levels of engagement, thinking and achievement.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	December 2018
<b>B2. DTSDE Review Type:</b>	District-Led Review

<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>	An analysis of AIMSWEB OR Results of students in grades 1-5 indicates that 40 percent of all black students and 46 percent of all Hispanic/Latino students tested scored below the 25th percentile. An analysis of district level ELA interim assessments for grades 2-5 show that 26.9 percent of black students and 24.65 Hispanic/Latino students scored a level 3 or 4 as compared to 42.6 % of all other sub groups.
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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, using the Fall Star360 Benchmark as a starting point, 14 out of 27 Black, Latino and Multi-Racial students in Grades 3, 4, and 5 who had scored below the 25th percentile in the 2017-2018 school year will increase their instructional reading level (IRL) by 1.2.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Star360 Benchmark Data for Black, Latino, and Multi-Racial students in Grades 3,4, and 5.

<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.
September, 2018	October, 2018	All classroom teachers will administer STAR 360 Benchmark to create a baseline.
October, 2018	October, 2018	Teachers and building leadership will analyze data to identify student strengths and weaknesses.
October 2018	October 2018	Teachers will communicate results to students and set goals with students to increase reading proficiency.
October 2018	October 2018	Teachers and related service providers will meet to create learning plans based on the results/goals.
November 2018	November 2018	Teachers will communicate results of STAR 360 Benchmark during parent teacher conferences using the STAR 360 parent report.
October 2018	December 2018	Using the instructional planning report generated by STAR 360, teachers will use the suggested language, literature, and informational skills as a basis for planning instruction for each child or group of children.
October 2018	December 2018	Teachers and related service providers will use the STAR 360 instructional planning reports to form guided reading, enrichment and intervention groups. The data will be used to inform instruction within these groups.
October 2018	December 2018	Teachers and related service providers will use the STAR 360 instructional planning reports to support students in making appropriate independent reading choices.

October 2018	December 2018	Teachers and related service providers will progress monitor identified students every two weeks and adjust instruction based on the new data.
December 2018	December 2018	All classroom teachers will administer STAR 360 Benchmark to create a baseline.
December 2018	December 2018	Teachers and building leadership will analyze data to identify student strengths and weaknesses.
December 2018	January 2019	Teachers will communicate results to students and set goals with students to increase reading proficiency.
December 2018	January 2019	Teachers and related service providers will meet to create learning plans based on the results/goals.
January 2019	January 2019	Teachers will communicate results of STAR 360 Benchmark during parent teacher conferences using the STAR 360 parent report.
January 2019	June 2019	Using the instructional planning report generated by STAR 360, teachers will use the suggested language, literature, and informational skills as a basis for planning instruction for each child or group of children.
January 2019	June 2019	Teachers and related service providers will use the STAR 360 instructional planning reports to form guided reading, enrichment and intervention groups. The data will be used to inform instruction within these groups.
January 2019	June 2019	Teachers and related service providers will use the STAR 360 instructional planning reports to support students in making appropriate independent reading choices.
January 2019	June 2019	Teachers and related service providers will progress monitor identified students every two weeks and adjust instruction based on the new data.

## 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>		December 2017
<b>B2. DTSDE Review Type:</b>		District-Led Review
<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>		Woodlawn's student attendance rate for 2016-17 was 96.7%. For the 2017-18 school year, Woodlawn's student attendance rate was 94.5%. The number of students with 18 or more absences for the 2017-18 school year was 120. The district has launched an attendance initiative called Project Be Here to reduce student truancy across the district.
<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 January 2019, the percentage of students who were absent 18 or more days will decrease by 30%.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Student Attendance Rates
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
8/1/2018	9/30/18	Office staff will send home the #projectbehere flyer to promote parent participation in the parent portal and highlight attendance related success in school
9/1/18	11/30/18	Teachers will continue to promote parent participation in the #projectbehere initiative through Back to School Night, parent conferences and the Remind app.
9/30/18	6/30/19	In closing announcements, building leaders will announce the classes with perfect attendance for that day.
9/30/18	6/30/19	Each month, the attendance committee will review student absences and reach out to the teachers and families regarding concerns.
9/30/18	6/30/19	Each month, the attendance committee will review student truancy and reach out to the teachers and families regarding concerns.
9/30/18	6/30/19	Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers.
9/30/18	6/30/19	Classroom teachers will regularly use Remind, Dojo, etc. to promote the importance of daily attendance and connect with families.
9/1/18	9/30/18	Attendance office will run perfect/exemplary attendance reports at the end of each month, and certificates will be shared at monthly PBIS assemblies.

9/1/18	9/30/18	Each month, the attendance committee will review student absences and reach out to the teachers and families regarding concerns.
9/1/18	9/30/18	Each month, the attendance committee will review student truency and reach out to the teachers and families regarding concerns.
9/1/18	9/30/18	Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers.
10/01/18	10/31/18	Attendance office will run perfect/exemplary attendance reports at the end of each month, and certificates will be shared at monthly PBIS assemblies.
10/01/18	10/31/18	Each month, the attendance committee will review student absences and reach out to the teachers and families regarding concerns.
10/01/18	10/31/18	Each month, the attendance committee will review student truency and reach out to the teachers and families regarding concerns.
10/01/18	10/31/18	Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers.
11/1/18	11/30/18	Each month, the attendance committee will review student absences and reach out to the teachers and families regarding concerns.
11/1/18	11/30/18	Each month, the attendance committee will review student truency and reach out to the teachers and families regarding concerns.
11/1/18	11/30/18	Attendance office will run perfect/exemplary attendance reports at the end of each month, and certificates will be shared at monthly PBIS assemblies.
11/1/18	11/30/18	Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers.
12/1/18	12/31/18	Each month, the attendance committee will review student absences and reach out to the teachers and families regarding concerns.
12/1/18	12/31/18	Each month, the attendance committee will review student truency and reach out to the teachers and families regarding concerns.
12/1/18	12/31/18	Attendance office will run perfect/exemplary attendance reports at the end of each month, and certificates will be shared at monthly PBIS assemblies.
12/1/18	12/31/18	Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers.
1/1/19	1/31/19	Each month, the attendance committee will review student absences and reach out to the teachers and families regarding concerns.
1/1/19	1/31/19	Each month, the attendance committee will review student truency and reach out to the teachers and families regarding concerns.
1/1/19	1/31/19	Attendance office will run perfect/exemplary attendance reports at the end of each month, and certificates will be shared at monthly PBIS assemblies.
1/1/19	1/31/19	Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers.
2/1/19	2/28/19	Each month, the attendance committee will review student absences and reach out to the teachers and families regarding concerns.
2/1/19	2/28/19	Each month, the attendance committee will review student truency and reach out to the teachers and families regarding concerns.
2/1/19	2/28/19	Attendance office will run perfect/exemplary attendance reports at the end of each month, and certificates will be shared at monthly PBIS assemblies.
2/1/19	2/28/19	Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers.
3/1/19	3/31/19	Each month, the attendance committee will review student absences and reach out to the teachers and families regarding concerns.
3/1/19	3/31/19	Each month, the attendance committee will review student truency and reach out to the teachers and families regarding concerns.
3/1/19	3/31/19	Attendance office will run perfect/exemplary attendance reports at the end of each month, and certificates will be shared at monthly PBIS assemblies.
3/1/19	3/31/19	Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers.
4/1/19	4/30/19	Each month, the attendance committee will review student absences and reach out to the teachers and families regarding concerns.
4/1/19	4/30/19	Each month, the attendance committee will review student truency and reach out to the teachers and families regarding concerns.
4/1/19	4/30/19	Attendance office will run perfect/exemplary attendance reports at the end of each month, and certificates will be shared at monthly PBIS assemblies.
4/1/19	4/30/19	Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers.

5/1/19	5/31/19	Each month, the attendance committee will review student absences and reach out to the teachers and families regarding concerns.
5/1/19	5/31/19	Each month, the attendance committee will review student truency and reach out to the teachers and families regarding concerns.
5/1/19	5/31/19	Attendance office will run perfect/exemplary attendance reports at the end of each month, and certificates will be shared at monthly PBIS assemblies.
5/1/19	5/31/19	Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers.
6/1/19	6/21/19	Each month, the attendance committee will review student absences and reach out to the teachers and families regarding concerns.
6/1/19	6/21/19	Each month, the attendance committee will review student truency and reach out to the teachers and families regarding concerns.
6/1/19	6/21/19	Attendance office will run perfect/exemplary attendance reports at the end of each month, and certificates will be shared at monthly PBIS assemblies.
6/1/19	6/21/19	Based on those concerns, the attendance committee will make recommendations for the 2019-20 school year regarding truency and absenteeism initiatives to Administration and the Building Leadership Team.

## 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>	December 2017
<b>B2. DTSDE Review Type:</b>	District-Led Review

<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>	During the 2017- 2018 school year, at Woodlawn, we received 13 completed parent surveys. This is less than 1% of our family population. The administration and building leadership team value feedback from all stakeholders and need this feedback to make better informed decisions to support the entire school community. In 2017-18, administration partnered with district family engagement staff to address this need for more stakeholder feedback. The parent circle meetings were held with some parent representatives to help administration plan more stakeholder engagement and participation opportunities for the 2018-19 school year.
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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, our percentage of parents completing our parent surveys will increase from 1% to 40% (an increase of 39% from the 2017-18 school year).
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent Survey Responses

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
9/4/18	9/13/18	Initial parent surveys will be distributed at Back to School Nights, and completed forms entered into a raffle drawing.
9/4/18	9/13/18	Parents will be informed that they will receive the results of the initial survey.
9/6/18	9/14/18	Surveys will be sent to parents who did not attend Back to School Night.
9/15/18	9/30/18	Surveys will be analyzed and results compiled. A parent letter will be sent home with results shared.
9/4/18	9/30/18	The core parent circle team will co-facilitate a meeting with parents and community members.
9/4/18	9/30/18	The core parent circle team will meet with building administration to share feedback and plan for the next parent circle meeting.
10/1/18	5/31/19	Subsequent surveys will be sent home with 1 student in each family, to be completed and returned for entry into a raffle.
10/1/18	6/26/19	Results of subsequent surveys will be compiled and shared with families via a parent letter sent home.
10/1/18	10/31/18	The core parent circle team will co-facilitate a meeting with parents and community members.
10/1/18	10/31/18	The core parent circle team will meet with building administration to share feedback and plan for the next parent circle meeting.
11/1/18	11/31/18	The core parent circle team will co-facilitate a meeting with parents and community members.
11/1/18	11/31/18	The core parent circle team will meet with building administration to share feedback and plan for the next parent circle meeting.

12/1/18	12/31/18	The core parent circle team will co-facilitate a meeting with parents and community members.
12/1/18	12/31/18	The core parent circle team will meet with building administration to share feedback and plan for the next parent circle meeting.
1/1/19	1/31/19	The core parent circle team will co-facilitate a meeting with parents and community members.
1/1/19	1/31/19	The core parent circle team will meet with building administration to share feedback and plan for the next parent circle meeting.
2/1/19	2/28/19	The core parent circle team will co-facilitate a meeting with parents and community members.
2/1/19	2/28/19	The core parent circle team will meet with building administration to share feedback and plan for the next parent circle meeting.
3/1/19	3/31/19	The core parent circle team will co-facilitate a meeting with parents and community members.
3/1/19	3/31/19	The core parent circle team will meet with building administration to share feedback and plan for the next parent circle meeting.
4/1/19	4/30/19	The core parent circle team will co-facilitate a meeting with parents and community members.
4/1/19	4/30/19	The core parent circle team will meet with building administration to share feedback and plan for the next parent circle meeting.
5/1/19	5/31/19	The core parent circle team will co-facilitate a meeting with parents and community members.
5/1/19	5/31/19	The core parent circle team will meet with building administration to share feedback and plan for the next parent circle meeting.
5/1/19	5/31/19	An end of the year survey will be designed by administration, building leadership, and parent circle core membership to receive feedback for planning on next year.
6/1/19	6/21/19	The end of the year survey will be sent home to parents to complete. Teachers, administration, and parent circle members will send out reminders for the survey to be sent back.
6/1/19	6/28/19	The core parent circle team will co-facilitate a meeting with parents and community members.
6/1/19	6/28/19	The core parent circle team will meet with building administration to share feedback and plan for the parent circle meetings over the summer and for September 2019.
6/21/19	6/28/19	Survey results will be shared with administration, building leadership, and parent circle core membership to assist in planning for the 2019-20 school SCEP. The results will be shared with the school community as part of the summer mailings in July/August 2019.