0	LEA Name:	Troy City School District
	LEA BEDS Code:	491700010020
	School Name:	Carroll Hill School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Roy Stiles	Title	Principal
Phone	518-328-5701	Email	stilesr@troycsd.org
Website for Published Plan	troycsd.org		

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.
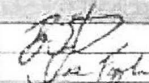
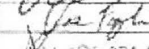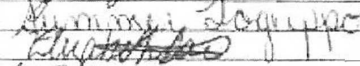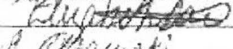### THE SIGNATURES BELOW CONFIRM APPROVAL.
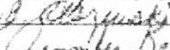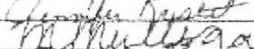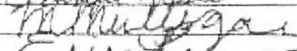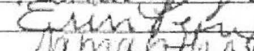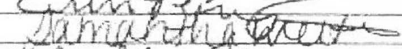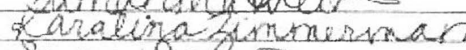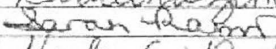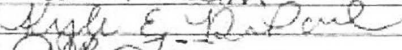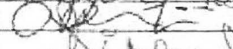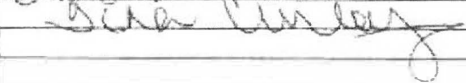
Position	Signature	Print Name	Date
Superintendent		John Carmello	
President, B.O.E. / Chancellor or Chancellor's Designee		Thomas Mayo	

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)
9/13/2017 & 9/272017	Carroll Hill School	2/14/2018 & 2/28/2018	Carroll Hill School
10/11/2017 & 10/25/2017	Carroll Hill School	3/14/2018 & 3/28/2018	Carroll Hill School
11/8/2017 & 11/29/2017	Carroll Hill School	4/11/2018	Carroll Hill School
December 13, 2017	Carroll Hill School	5/9/2018 & 5/23/2018	Carroll Hill School
1/10/2018 & 1/31/2018	Carroll Hill School	6/6/2018 & 6/13/2018	Carroll Hill School

Name	Title / Organization	Signature
Roy Stiles	Principal	
Joe Foglia	Principal's Assistant	
Summer Logrippo	Instructional Coach	
Elizabeth Dowd	Instructional Coach	
Emmalee Olszewski	Kindergarten Teacher	
Jennifer Kristel	First grade Teacher	
Margaret Mulligan	Second grade Teacher	
Erin Peeney	Third grade Teacher	
Samantha Welter	Fourth grade Teacher	
Karalina Zimmerman	Fifth grade Teacher	
Sarah Rames	Reading Specialist	
Kyle DePaolo	Special Education Teacher	
Alexandria Phillips	School Counselor	
Ima Curley	Parent	

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Kyle DePaolo	Special Education Teacher	
Alexandria Phillips	School Counselor	
Tina Curley	Parent	

Statement of Assurances

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

| x | 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. |

| x | 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. |

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

| x | 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) . |

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

| x | 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. |

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 Pian (Mark with an "X").

	Limited Degree (Fewer than 20% of goals were achieved.)
	Partial Degree (Fewer than 50% of goals were achieved.)
	Moderate Degree (At least 50% of goals were achieved.)
x	Major Degree (At least 90% of goals were achieved.)

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

	Limited Degree (Fewer than 20% of activities were carried out.)
	Partial Degree (Fewer than 50% of activities were carried out.)
x	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.)
x	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.)
x	Moderate Degree (There was modest increase in the level of Parent Engagement.)
	Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

	Limited Degree (Fewer than 20% of planned activities were funded.)
	Partial Degree (Fewer than 50% of planned activities were funded.)
	Moderate Degree (At least 50% of planned activities were funded.)
x	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
x	Tenet 3: Curriculum Development and Support

	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

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

The most significant impacts resulting from the 2017-2018 plan has been the implementation of the Carroll Hill School Instructional Norms, the establishment of Learning Walks and the participation in team grade level meetings. As a result of work done to support Tenets 3 and 4, there were clear expectations set through the creation/use of the Carroll Hill School Instructional Norms, more explicit feedback shared with teachers and DFS dicussions that led to data driven instruction.

• 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.

All mid-course changes to the 2017-18 plan were based off of the recommendations from the District led review and Building Leadership Team monitoring.
-We have added leading indicators to this tenet to ensure we are capturing all of our relevant data. It was necessary to add leading indicators to track the progress of the goal for this tenet.
-We adjusted our action plan for tenet 2 to focus on ensuring our goals and outcomes are more consistently shared with families. All events begin with a review of our goals and all monthly newsletters include our building goals. This was done because feedback from our PTO and families who attended our February Coffee with the Principal event indicated that many parents who do not attend events do not know our building goals.
- In an effort to improve communication with all families (and a particular emphasis on connecting with hard to reach families), adjustments have been made to our school-home communication log to include the use of a single document. A need to adjust the school-home communication log came through our Building Leadership Team. It was identified that a single document was needed to help identify families that would benefit from additional support.
- The Carroll Hill School (CHS) extended learning time program combined with the district wide Empire State After School Program on January 16, 2018. Our program now occurs 5 days a week until 5:15pm and is staffed by the Troy Boys and Girls Club. The program is open to all students in the school. Additionally, teachers were encouraged to make enrollment recommendations based on student's academic needs. Our ELT program now consists of teachers working with small flex groups of students which are created based upon current ELA and math data, specifically the ELA and math interim exams. Reading support has continued to be utilized based upon 2017 NYS ELA and Mathematics data.The modifications made to our ELT was a result of a district wide grant. The ELT coordinators along with the building leader and the Troy Boys and Girls Club will continue to look at recent data to collect feedback and create a new strategies for the ELT program. Interim II (3/2018) data will be reviewed by teachers to create new flex groups and focus standards.

Moving forward: Tenet 2 the building leader and BLT will focus on reviewing and monitoring the SCEP goals and making sure that the goals and intended outcomes are shared with all stakeholders. Additionally, the BLT will be creating a clearer and more consistent Data Feedback Strategy protocol to be carreld out in a cyclical manner at each team meeting and setting short-term goalsthat will be used to help move the school closer to the achieving its vision. Tenet 3 has helped the school leader and BLT see the need for focused team meetings that utilyze the D/F/S process. The meetings will continue to occur and have a more cyclical process which result in specific instructional strategies. Tenet 4 has allowed us to build upon the use of "I can" statements and create new Carroll Hill instructional norms that will be implemented in all classrooms and monitored by the building leader and BLT. Moving forward teachers will utilyze formative assessment data to not only guide their instruction, but also set individual student goals. For Tenet 5 we will continue to implement Second Step curriculum and additionally there will be a re-entry protocol for students returning from an out-of-school suspension. We will also utllyze our SAEBRS data to be proactive in supporting students social emotional needs.Tenet 6 we will continue to implement the plan that was wrlten to improve parent engagement and involvement. There will be a building focus for all teachers to use one of two online resources to help reciprocal communication with all families.

In developing the CURRENT YEAR'S plan:

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

-Identification of short-term goals that will help move the school closer to achieving its vision
-DFS protocols will ensure team meeting discussions result in explicit strategies that address targeted data-based student needs
-Teachers will use formative assessments to guide data driven instruction and create individual student goals
-Students who have an out-of-school suspension will have a re-entry plan involving the parent/guardian and administrator prior to returning to class
-All teachers will use either Class Dojo or See-Saw to build reciprocal communication with families

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

-The school leader to identify short-term goals and communicate them widely so that all staff members and families are able to identify when they successfully complete tasks that moves the school closer to achieving its vision.

-Refine grade-level meetings to consistenly be aligned to the Data Feedback Strategy protocol to ensure their discussions result in explicit strategies that address targeted data-based student needs to build upon each team meeting in a cyclical manner.

 -Develop practices that allow students to consistently engage in differentiated activities and questions that address students' data and challenges their learning needs.

-The school leader, support staff, and teachers must create a re-entry protocol for students who return from out-of-school suspension.

-The school community must collaborate around creating more opportunities for families who are not currently engaged with the school to develop meaningful strong home-school partnerships that recognize unique family contributions.

• 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.

Carroll Hili's vision is to develop individuals who are productive, life long learners. Our mission is to ensure this through a dedicated, innovative staff, a curriculum that is comprehensive, challenging, and an environment which is stimulating and conducive to learning.

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

All students will increase their academic achievement. We will measure this by having a goal of increasing our ELA profieciency from 16% (2016-2017 school year goal) to 26% (2018-2019 school year) and increasing our math proficiency from 15% (2016-2017 school year goal) to 25% (2018-2019 school year).

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

The Building Leadership Team will monitor all committee work and all committees will report monthly to the Building Leadership Team to discuss progress and impact.

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

- Time for professional development and time to collaborate within and across grade levels
- Some resistance to new technology requirements in Tenet 6

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

- Week of August 6-10 school-wide professional development: Second Step, Technology, Student Support Team, Efficacy, Family Engagement, Curriculum, Instructional Norms, and Units of Study
- Throughout the school year, coaches will provide ongoing professional development with instruction, DFS, student goals, and Units of Study
- PD will be provided during monthly grade level meetings, faculty meetings, and on-demand by Questar, instructional coaches, and curriculum leaders

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

Building leaders will use public speaking opportunities at District and school events, faculty and grade level team meetings. In addition building leaders will use social media and the school web page to communicate with families and the community.

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

The plan will be communicated through staff meetings (small and large group), parent/ family meetings, through the use of technology and handouts.

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:	May 9, 10, 11 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.	The DTSDE review completed in May 2018, indicated a need for the school leader to identify short-term goals and communicate them widely so that all staff members and families are able to identify when they successfully complete tasks that moves the school closer to achieving its vision. Additionally, the school leader must create systems that connect protocols between teachers' analyzation of data and the delivery of instruction, the social-emotional curriculum and supports provided to students demonstraiting struggles with decision-making, and the school's intent to increase family engagement to outreach efforts.

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.	The school leader and Building Leadership Team will create a clearer and more consistent Data Feedback Strategy protocol to be carreid out in a cyclical manner at each team meeting. In additon, short term goals will be identified and used to help move the school closer to the achieving its vision.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Learning Walks data and feedback Formative assessment data Teacher Observations Weekly meeting with Instructional Coaches Review of team meeting notes

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.
8/1/18	9/1/18	Building Leadership Team will create building-wide short term goals.
8/1/18	9/1/18	Building Leadership Team will create DFS protocol for team meetings.
9/1/18	9/30/18	Building Leadership Team will share building-wide short term goals with all staff.
9/1/18	9/30/18	The new DFS protcol will be shared with teams by instructional coaches.
9/6/18	6/26/19	The principal will review DFS protocol and team meeting data with instructional coaches.
9/6/18	6/26/19	The principal will share DFS protocol and team meeting data with Building Leadership Team at monthly meeting.
9/6/18	6/26/19	Instructional coaches with teams will create grade-level short term goals.
9/6/18	6/26/19	Progress of the goals will be shared with Building Leadership Team at monthly meeting.
9/6/18	6/26/19	Building Leadership Team will share progress of the goals with all staff at monthly faculty meeting.

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:	May 9, 10, 11 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.	The DTSDE review completed in May 2018, indicated a need to refine grade-level meetings to consistenly be aligned to the Data Feedback Strategy protocol to ensure their discussions result in explicit strategies that address targeted data-based student needs to build upon each team meeting in a cyclical manner. Additionally, teachers must begin to create interdisciplinary curriculum that allows students to experience meaningful connections between the enrichment activities and core-content learning providing students access to multiple entry points.

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.	Instructional coaches and teachers will implement the created grade level team meeting Data Feedback Strategy protocol at each team meeting. The implementation of the protocol will ensure team meeting discussions result in explicit strategies that address targeted data-based student needs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Grade level team notes Coaching cycles Leanirng Walks data Formative and summative 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.
July 2018	August 2018	Implement the created google template to guide team meetings, used to guide team meeting discussions and data analysis
August 2018	September 2018	Grade level teams will create/set up protocols for team meeting norms to analyze data, such as process, commitment
September 2018	June 2019	New Lucy Calkins K-2 Phonics Program will be rolled out, implemented and supported throughout the school year
September 2018	June 2019	At each team meeting, classroom teachers and instructional coaches will decide and commit on formative assessments (work samples) to gather from students and analyze
September 2018	June 2019	At each team meeting, instructional coaches and classroom teachers will brainstorm instructional strategies that reflect student data to be used for instruction
September 2018	June 2019	Classroom teachers will implement instructional strategies and record data to be analyzed at each team meeting
September 2018	June 2019	All stakeholders will agree to the same timeline ensuring the cyclical process of Data Feedback Strategy

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:	May 9, 10, 11 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.	The DTSDE review completed in May 2018, indicated a need to develop practices that allow students to consistently engage in differentiated activities and questions that address students' data and challenges their learning needs.

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.	Teachers will use formative assessments to guide data driven instruction and create individual student goals.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Formative Assessments will consistenly be used as part of the Data Feedback Strategy process and documented in Grade Level team Meetings Learning Walk data and feedback Lesson planning Summative assessment 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.
9/1/2018	6/26/2019	Grade level teams will use Lucy Calkins's running records, ELA learning progressions, and other formative assessments to monitor student goals and drive instruction
8/6/2018	8/10/2018	Professional development, school visits and instructional coaching support will be provided throughout the year to support reading and writing Lucy Calkins Units of Study
9/6/2018	6/26/2019	Teachers will use data from the Lucy Calkins's running records, ELA learning progressions, and other formative assessments to establish individual student goals that will allow students to work towards achieving grade level proficiency

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:	May 9, 10, 11 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.	The DTSDE review completed in May 2018, indicated a need for staff to integrate the social emotional curriculum (Second Step) throughout their daily classroom practices and other school settings. Additionally, the school leader, support staff, and teachers must create a re-entry protocol for students who return from out-of-school suspension.

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.	100% of students who have an out-of-school suspension will have a re-entry plan involving the parent/guardian and administrator prior to returning to class.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Out-of-school suspension data Students with multible suspensions Track re-entry meeting 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.
7/1/2018	8/31/18	Administrators will create a re-entry protocol and document
8/29/18	8/29/18	Principal will share re-entry protocol and document with Building Leadership Team to reeive feedback and make adjustments
9/4/18	9/4/18	Principal and BLT will share new re-entry protocol with all staff
9/4/18	6/30/19	Re-entry protocol and document will be utilized for every out of school suspension
9/4/18	6/30/19	Administrative team will meet monthly to review and analyze re-entry protocol data
9/4/18	6/30/19	Principal will share re-entry protocol data with BLT at the end of each marking period. BLT will respond to the data reviewed and make appropriate modifications to protocol.

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:	May 9, 10, 11 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.	The DTSDE review completed in May 2018, indicated that the school community must collaborate around creating more opportunities for families who are not currently engaged with the school to develop meaningful strong home-school partnerships that recognize unique family contributions.

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.	All teachers will use either Class Dojo or See-Saw to build reciprocal communication with families.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance data Assessment scores Behavioral data Reciprocal communication participation

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.
8/6/18	8/10/18	All staff will participate in professional development on implementing Class Dojo or See-Saw.
9/6/18	6/26/19	Bi-monthly data of reciprocal communication with all families will be collected by Building Leadership Team where it will be analyzed and next steps will be planned.
9/6/18	6/26/19	All staff will participate in continued professional development opportunities on communication technology.
9/6/18	6/26/19	Building Leadership Team will present bi-monthly communication data to all staff.
12/1/18	6/26/19	Each marking period theBuilding Leadership Team will analyze student academic performance, behavior, and attendance as it relates to communication data.