

ERCSD 2020 – 2021 Comprehensive School Plan



Our Mission:

As a unified community, the East Ramapo Central School District is committed to educating the whole child by providing a healthy, safe, supportive, engaging, and challenging learning environment.

Vision:

We will become proficient in all that we do.

School:	Early Childhood Center	Principal	Barbara Grieco
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School Leadership Team	
Name	Title/Organization
Leslie Bishun	Community Member
Mary Ellen Callahan	Special Ed Teacher
Barbara Grieco	Principal
Patricia Ranney	Teacher
Wendy Reissman	Library Media Specialist/Teacher
Ines Spenjian	Special Ed Teacher
Kayla Stimmel	School Psychologist
Ana Vila	Family Resource Coordinator
Robyn Weiss	Teacher

Priorities
<p>To allow for more flexibility, ERCSD will have schools organize their comprehensive plans around school-identified “Priorities.” These Priorities may connect closely to the Strategic Academic Plan, specific subgroups and/or accountability indicators, or they may cover broader initiatives the district has identified as necessary to implement to promote success during the 2020-21 school year.</p> <p>First, the school should reflect on its review of data, practices, and resources to identify Priorities that the school will focus on in the 2020-21 comprehensive plan.</p>
<p>Pillar 1:</p> <ul style="list-style-type: none"> • A plan for how to embed within instruction and learning the student expectations and structures for remote and hybrid learning. <ul style="list-style-type: none"> ○ Professional Learning focused on the functionality of technology used for remote and hybrid learning. ○ Professional Learning focused on remote and hybrid instructional strategies that support The Foundational Five.

- Timely and explicit feedback regarding instructional practices by school leaders when using the learning walk tool; class visits will occur in person and/or virtually to provide actionable feedback.

Pillar 2:

- Strengthen the home-school connection, including training (instructional and social emotional), engagement, and communication opportunities for families. Providing social emotional supports to students and families.
- Make sure the school is using all available communication means to reach families.
- Make sure families are provided guidance and support on how remote learning works and the expectations for it when students are learning remotely.

Pillar 3:

- Continue to build a Data Driven Culture by providing professional learning focused on professional learning communities and data driven instruction.
- Identify power standards and prioritize learning. This will include identifying and planning for the use of key strategies in ELA and Math.
- Use assessment and other forms data at least weekly to strategize, plan and deliver targeted instructional interventions for all students, including remediation and enrichment.

Strategic Academic Plan: Pillar 1

Pillar 1	District Statement of Practice
High Expectations for Teaching and Learning	*Align and articulate standards-based unit and lesson plans across all grades. *Increase student engagement and ownership of learning.

DTSDE Tenet Alignment (please check)

1		2		3	X	4	X	5	X	6	
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Goal (Specific, Measurable, Attainable, Relevant, and Timely):

By June 2021, 100% of teachers will consistently utilize effective instructional practices, such as unpacking learning targets, higher order thinking skills, engagement strategies, and differentiation in their daily instructional practices.

Quarterly Measures of Success:

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets
Foundational Five	Foundational Five	Foundational Five	Foundational Five
HE/E SO %	HE/E SO %	HE/E SO %	HE/E SO %
HE/E SE %	HE/E SE %	HE/E SE %	HE/E SE %
HE/E HOQ %	HE/E HOQ %	HE/E HOQ %	HE/E HOQ %
HE/E CFU %	HE/E CFU %	HE/E CFU %	HE/E CFU %
HE/E DIP %	HE/E DIP %	HE/E DIP %	HE/E DIP %
Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)

Organizational Data	Organizational Data	Organizational Data	Organizational Data
Staff Survey Question	Staff Survey Question	Staff Survey Question	Staff Survey Question
Student Survey Question	Student Survey Question	Student Survey Question	Student Survey Question
Family Survey Question	Family Survey Question	Family Survey Question	Family Survey Question
Other: 90% Attendance at PD offerings 70% of learning walks will show teachers proficiently using effective practices such as: student engagement protocols, student collaboration, checking for understanding strategies and pre-planned higher-order questions during daily classroom instruction.	Other: 95% Attendance at PD offerings 80% of learning walks will show teachers proficiently using effective practices such as: student engagement protocols, student collaboration, checking for understanding strategies and pre-planned higher-order questions during daily classroom instruction.	Other: 100% Attendance at PD offerings 90% of learning walks will show teachers proficiently using effective practices such as: student engagement protocols, student collaboration, checking for understanding strategies and pre-planned higher-order questions during daily classroom instruction.	Other: 100% Attendance at PD offerings 100% of learning walks will show teachers proficiently using effective practices such as: student engagement protocols, student collaboration, checking for understanding strategies and pre-planned higher-order questions during daily classroom instruction.

Action Plans:

Dates: August - December	Action Plan:
August 2020	<p>Action 1: Design presentation and plan for staff expectations and structures for remote and hybrid learning.</p> <p>Responsible: School leader</p> <p>Participants: School leader and SLT</p> <p>Frequency: One time</p> <p>Intended Impact: To ensure all teachers and staff have a common understanding of the expectations and structures of remote and hybrid learning to maintain consistency throughout each of the grade levels during daily instruction and learning.</p>
August – September 2020	<p>Action 2: Design overview and plan for student expectations and structures for remote and hybrid learning.</p> <p>Responsible: School leader, teaching faculty, support staff</p> <p>Participants: Students</p> <p>Frequency: Initial build (August) and then review with faculty to finalize (September 8 & 9)</p> <p>Intended Impact: To ensure all students have a common understanding of the expectations and structures for both remote and hybrid learning to maintain consistency throughout all grade levels.</p>

<p>Day #1 September 2020 Professional Learning Day</p>	<p>Action 3: Present to staff at the opening meeting expectations and structures for remote and hybrid learning. Responsible: School leader Participants: All faculty and staff Frequency: One time, but record session for reinforcement and review. Intended Impact: To ensure all teachers and staff have a common understanding of the expectations and structures of remote and hybrid learning to maintain consistency throughout each of the grade levels during daily instruction and learning.</p>
<p>Day #2 September 2020 Professional Learning Day</p>	<p>Action 4: Review the Learning Walk Tool with teachers. Responsible: School leader Participants: All staff Frequency: One time Intended Impact: Teachers will have a deeper understanding of the Walk-Through Tool and the effective instructional practices “look-fors”, such as unpacking learning targets, higher-order thinking skills, engagement strategies, and differentiation.</p>
<p>September – October 2020</p>	<p>Action 5: Explicitly plan for and embed within instruction and learning the student expectations and structures for remote and hybrid learning. Practice for this is embedded within instruction and learning. (Includes the elements of PLC Associates Transforming Learning series.) Responsible: School leader, teaching faculty, support staff Participants: Students Frequency: Daily in September and October Intended Impact: To ensure all students have a common understanding of the expectations and structures for both remote and hybrid learning to maintain consistency throughout all grade levels.</p>
<p>September - December 2020</p>	<p>Action 6: Professional learning focused on the functionality of technology used for remote and hybrid learning. (Supported by ERCSD Instructional Technology Plan and PLC Associates Transforming Learning series.) Responsible: School leader, PLC Associates, district Instructional Technology Coach Participants: School leader, faculty and staff Frequency: September through November bi-weekly, one time in December Intended Impact: To deepen the understanding of how each digital tool works and supports remote and hybrid learning.</p>
<p>September - December</p>	<p>Action 7: Professional Learning focused on remote and hybrid instructional strategies that support The Foundational Five - High Quality, Student-Centered Learning for every student. (Supported by PLC Associates Foundational Five series and Transforming Learning series.) Responsible: School leader, PLC Associates Participants: Faculty and staff Frequency: September through November bi-weekly, one time in December Intended Impact: To deepen faculty understanding of how technology tools support high-quality, student-centered remote instruction.</p>
<p>September - November 2020</p>	<p>Action 8: Professional Learning specifically focused on remote and hybrid feedback from teacher to student, student to student, plus student reflection. (Supported by- PLC Associates: Transforming Learning series.) Responsible: PLC Associates Participants: School leader, faculty and staff Frequency: 3 times, one per month</p>

	<p>Intended Impact: To provide teachers an understanding and successful implementation of virtual feedback and reflection strategies resulting in high student engagement and student ownership for their learning.</p>
November – December 2020	<p>Action 9: Explicitly plan for and embed within instruction and learning the student expectations and structures for remote and hybrid learning. Practice for this is embedded within instruction and learning. (Includes the elements of PLC Associates Transforming Learning series.)</p> <p>Responsible: School leader, teaching faculty, support staff</p> <p>Participants: Students</p> <p>Frequency: Ongoing as noted from learning walks</p> <p>Intended Impact: To ensure all students have a common understanding of the expectations and structures for both remote and hybrid learning to maintain consistency throughout all grade levels.</p>
September – December 2020	<p>Action 10: Professional learning about conducting learning walks in a virtual and hybrid school environment. (Supported by PLC Associates Leveraged Leadership series.)</p> <p>Responsible: District leadership, PLC Associates</p> <p>Participants: School leader</p> <p>Frequency: Per calendar with PLC Associates (Leveraged Leadership)</p> <p>Intended Impact: Improve school leader and ASF capacity to provide meaningful and timely feedback to teachers regarding best practices in a virtual and hybrid school environment.</p>
September - December 2020	<p>Action 11: Teaching staff will implement the effective instructional practices (Foundational Five) in their daily practice.</p> <p>Responsible: Teaching staff</p> <p>Participants: Teaching staff</p> <p>Frequency: Daily</p> <p>Intended Impact: Students are engaged in rigorous learning which allow them to have a clear understanding of their learning expectations.</p>
September - December 2020	<p>Action 12: Teaching staff will implement the effective instructional technology practices and expectations for remote learning in their daily practice. (Includes the elements of PLC Associates Transforming Learning series.)</p> <p>Responsible: Teaching staff</p> <p>Participants: Teaching staff</p> <p>Frequency: Daily</p> <p>Intended Impact: Teachers will include the effective instructional practices and expectations for Remote Learning which will allow students to have a clear understanding of their learning expectations and the ability to successfully use their device both in school and during remote learning.</p>
September – December 2020	<p>Action 13: Use the learning walk tool to monitor the implementation of instructional strategies that support The Foundational Five and remote and hybrid instruction and learning, and provide immediate feedback to teachers.</p> <p>Responsible: School leader</p> <p>Participants: School leader, and teaching staff</p> <p>Frequency: Conducted 5x/day with immediate feedback - follow the district 5/20/80 (day/week/month) expectation</p>

	<p>Intended Impact: To help monitor the use of specific strategies and practices, and provide feedback that supports teacher ownership of practice, and deepens the proficiency and understanding of the "look fors", including the implementation of effective instructional technology practices for remote and hybrid instruction and learning.</p>
September – December 2020	<p>Action 14: Share learning walk data with staff to celebrate successes and determine future needs. Responsible: School leader Participants: All faculty and staff Frequency: Monthly at faculty meetings Intended Impact: Improve teacher practices in the "look-fors" as evidenced by the learning walk tool that leads to higher student engagement in the classroom, improve student achievement, and improve student success when using their device both in school and during remote learning.</p>
Dates: January - June	Action Plan:
January – June 2021	<p>Action 15: Professional Learning focused on the functionality of technology used for remote and hybrid learning. (Supported by ERCSD Instructional Technology Plan and PLC Associates Transforming Learning series.) Responsible: School leader, PLC Associates, district Instructional Technology Coach Participants: School leader, faculty and staff Frequency: 1 time monthly Intended Impact: To deepen the understanding of how each digital tool works and supports remote and hybrid learning.</p>
January – June 2021	<p>Action 16: Professional Learning focused on remote and hybrid instructional strategies that support The Foundational Five - High Quality, Student-Centered Learning for every student. (Supported by PLC Associates Foundational Five series and Transforming Learning series.) Responsible: School leader, PLC Associates Participants: Faculty and staff Frequency: 1 time monthly Intended Impact: To deepen faculty understanding of how technology tools support high-quality, student-centered remote instruction.</p>
January – June 2021	<p>Action 17: Explicitly plan for and embed within instruction and learning the student expectations and structures for remote and hybrid learning. Practice for this is embedded within instruction and learning. Responsible: School leader, teaching faculty, support staff Participants: Students Frequency: Ongoing as noted from learning walks Intended Impact: To ensure all students have a common understanding of the expectations and structures for both remote and hybrid learning to maintain consistency throughout all grade levels.</p>

January – June 2021	<p>Action 18: Professional learning about conducting learning walks in a virtual and hybrid school environment. (Supported by PLC Associates Leveraged Leadership series.)</p> <p>Responsible: District leadership, PLC Associates</p> <p>Participants: School leader</p> <p>Frequency: Per calendar with PLC Associates (Leveraged Leadership)</p> <p>Intended Impact: Improve school leader and ASF capacity to provide meaningful and timely feedback to teachers regarding best practices in a virtual and hybrid school environment.</p>
January – June 2021	<p>Action 19: Teaching staff will implement the effective instructional practices. (Foundational Five) in their daily practice.</p> <p>Responsible: Teaching staff</p> <p>Participants: Teaching staff</p> <p>Frequency: Daily</p> <p>Intended Impact: Students are engaged in rigorous learning which allow them to have a clear understanding of their learning expectations.</p>
January – June 2021	<p>Action 20: Teaching staff will implement the effective instructional technology practices and expectations for Remote Learning in their daily practice. (Includes the elements of PLC Associates Transforming Learning series.)</p> <p>Responsible: Teaching staff</p> <p>Participants: Teaching staff</p> <p>Frequency: Daily</p> <p>Intended Impact: Teachers will include the effective instructional practices and expectations for Remote Learning which will allow students to have a clear understanding of their learning expectations and the ability to successfully use their device both in school and during remote learning.</p>
January – June 2021	<p>Action 21: Use the learning walk tool to monitor the implementation of instructional strategies that support The Foundational Five and remote and hybrid instruction and learning, and provide immediate feedback to teachers.</p> <p>Responsible: School leader</p> <p>Participants: School leader and teaching staff</p> <p>Frequency: Conducted 5x/day with immediate feedback- follow the district 5/20/80 (day/week/month) expectation</p> <p>Intended Impact: To help monitor the use of specific strategies and practices, and provide feedback that supports teacher ownership of practice, and deepens the proficiency and understanding of the "look-fors", including the implementation of effective instructional technology practices for remote and hybrid instruction and learning.</p>
January – June 2021	<p>Action 22: Share learning walk data with staff to celebrate successes and determine future needs.</p> <p>Responsible: School leader</p> <p>Participants: All faculty and staff</p> <p>Frequency: Monthly at faculty meetings</p> <p>Intended Impact: Improve teacher practices in the "look-fors" as evidenced by the learning walk tool that leads to higher student engagement in the classroom, improve student achievement, and improve student success when using their device both in school and during remote learning.</p>

Progress Monitoring: Plan Implementation

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
1	
2	
3	
4	

Strategic Academic Plan: Pillar 2

Pillar 2	District Statement of Practice
Culture of Safety and Strong Relationships with Families and Community	*Encourage and empower families through sharing data, promoting dialogue, centered on student learning, success, and needs.

DTSDE Tenet Alignment (please check)

1		2		3		4		5	X	6	X
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Goal (Specific, Measurable, Attainable, Relevant, and Timely):

By June 2021, 100% of teachers will use multiple strategies and tools to improve family communication in order to increase student achievement and the home-school (social-emotional) connections.

Quarterly Measures of Success:

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets
Foundational Five	Foundational Five	Foundational Five	Foundational Five
HE/E SO %	HE/E SO %	HE/E SO %	HE/E SO %
HE/E SE %	HE/E SE %	HE/E SE %	HE/E SE %
HE/E HOQ %	HE/E HOQ %	HE/E HOQ %	HE/E HOQ %
HE/E CFU %	HE/E CFU %	HE/E CFU %	HE/E CFU %
HE/E DIP %	HE/E DIP %	HE/E DIP %	HE/E DIP %
Leveraged Leadership	Leveraged Leadership	Leveraged Leadership	Leveraged Leadership

(With Leadership Only)	(With Leadership Only)	(With Leadership Only)	(With Leadership Only)
Organizational Data	Organizational Data	Organizational Data	Organizational Data
Staff Survey Question	Staff Survey Question	Staff Survey Question	Staff Survey Question
Student Survey Question	Student Survey Question	Student Survey Question	Student Survey Question
Family Survey Question	Family Survey Question	Family Survey Question	Family Survey Question
Other:	Other:	Other:	Other:
90% Attendance (combined in-school and remote learning)	92% Attendance (combined in-school and remote learning)	94% Attendance (combined in-school and remote learning)	96% Attendance (combined in-school and remote learning)
75% of families are engaged in communication with school staff on a weekly basis about their child's progress. <i>(Data from Remind Communication Tool; and Schoology)</i>	80% of families are engaged in communication with school staff on a weekly basis about their child's progress. <i>(Data from Remind Communication Tool; and Schoology)</i>	90% of families are engaged in communication with school staff on a weekly basis about their child's progress. <i>(Data from Remind Communication Tool; and Schoology)</i>	100% of families are engaged in communication with school staff on a weekly basis about their child's progress. <i>(Data from Remind Communication Tool; and Schoology)</i>
Parent Attendance at Virtual Workshops and Events (includes PTA Meetings) establishes baseline %.	Parent Attendance at Virtual Workshops and Events (includes PTA Meetings) will increase by 10% from the prior Quarter.	Parent Attendance at Virtual Workshops and Events (includes PTA Meetings) will increase by 10% from the prior Quarter.	Parent Attendance at Virtual Workshops and Events (includes PTA Meetings) will increase by 10% from the prior Quarter.

Action Plans:

Dates:	Action Plan:
August - December	
July – August 2020	<p>Action 1: Design “Family Guidance and Support” Learning Sessions for Remote Learning.</p> <p>Responsible: School leader</p> <p>Participants: School leader and School Leadership Team (SLT)</p> <p>Frequency: One time</p> <p>Intended Impact: To develop a plan to help ensure all families understand how to facilitate home learning, how to assist their child during flexible home learning, and how to effectively communicate with school staff.</p>
August 2020	<p>Action 2: Create a norming process for a virtual meeting protocol when working with families/parents and embed within the “Family Guidance and Support Sessions.”</p> <p>Responsible: School leader, teaching faculty, SEL team, Family Resource Coordinator (FRC)</p> <p>Participants: All staff, families, students</p>

	<p>Frequency: One time</p> <p>Intended Impact: To ensure all families have an understanding of virtual meeting protocols for remote and hybrid learning.</p>
September 2020	<p>Action 3: Conduct the Family Guidance and Support Baseline Survey.</p> <p>Responsible: School leader, Social-Emotional Learning (SEL) team, FRC, district support</p> <p>Participants: Parents/caretakers</p> <p>Frequency: One time</p> <p>Intended Impact: To collect data that will inform a data driven plan to provide ongoing training and events to parents and caregivers regarding effective strategies to support student achievement, collaboration and communication.</p>
September 2020	<p>Action 4: Presentation to staff at the opening meeting to highlight “Family Guidance and Support” Learning Sessions for Remote Learning with a focus on communication.</p> <p>Responsible: School leader, SEL team, FRC</p> <p>Participants: All faculty and staff</p> <p>Frequency: One time</p> <p>Intended Impact: To educate teachers on the different platforms and how they lend themselves to communication with parents and students. To begin conversations on what items warrant communication with families and how teachers will track it month to month. Make communication with parents succinct, pertinent and informative, with actionable feedback.</p>
August – December 2020	<p>Action 5: Create and conduct virtual sessions including Back-to-School Night, Parent Workshops, PTA meetings, Parent-Teacher Conferences.</p> <p>Responsible: School leader, all staff</p> <p>Participants: All staff, families, students</p> <p>Frequency: Per school and district calendars. Per introduction of each digital tool</p> <p>Intended Impact: To ensure all families have opportunities to participate in sessions for remote and hybrid learning.</p>
September 2020	<p>Action 6: Deliver “Family Guidance and Support” Learning Sessions for Remote Learning</p> <p>Responsible: School leader, SLT, FRC</p> <p>Participants: Parents and families</p> <p>Frequency: One time per week throughout the month of September, plus record session to post.</p> <p>Intended Impact: To ensure all families understand how to facilitate home learning, how to assist their child during flexible home learning, and how to effectively communicate with school staff.</p>
September - October 2020	<p>Action 7: Collect baseline data on attendance during meetings and the family communication with teachers and school staff.</p> <p>Responsible: School leader, SLT, FRC</p> <p>Participants: School leader, SLT, FRC and PTA members</p> <p>Frequency: Bi-weekly (PTA meetings)</p> <p>Intended Impact: To ensure all families understand how to effectively communicate with school staff, how to join PTA meetings to receive information about the school and ask questions. To assess the need of different PTA options (venues, times, languages).</p>
September – December 2020	<p>Action 8: Create and conduct virtual sessions to teach the various digital tools to parents and families.</p> <p>Responsible: School leader, School Leadership Team, district Instructional Technology Coach, Library Media Specialist</p> <p>Participants: All staff, families, students</p>

	<p>Frequency: Per introduction of each digital tool and follow-up sessions</p> <p>Intended Impact: To ensure all families have opportunities to engage in school events and learning tools their children use.</p>
September - December 2020	<p>Action 9: The school will establish a Family Resource Coordinator Team and meet monthly to review parent involvement data to improve the home school connection.</p> <p>Responsible: School leader,</p> <p>Participants: School leader, ASF, FRC Team</p> <p>Frequency: Once monthly</p> <p>Intended Impact: To deepen the understanding of, and increase the use of technology tools used to support high quality, student centered hybrid remote instruction. The greater family understanding and connection, the greater support for students.</p>
September – December 2020	<p>Action 10: Parents will be informed of school-provided programs using the district allocated communication systems and school calendar.</p> <p>Responsible: School leader, FRC, SEL team</p> <p>Participants: Parents</p> <p>Frequency: Monthly, per school and district calendars.</p> <p>Intended Impact: To increase parents’ awareness of school events and programs.</p>
October – December 2020	<p>Action 11: Monitor, assess and reevaluate the frequency and content of communication happening between families and teaching staff through data collection in Remind and other communication platforms.</p> <p>Responsible: School leader, FRC Team</p> <p>Participants: School leader, FRC Team</p> <p>Frequency: Once monthly</p> <p>Intended Impact: Compare and address changes needed to communicate with families. To give teachers specific feedback on the quality of communication with families. To ensure all families are informed of and have opportunities to participate in sessions for remote and hybrid meetings and workshops.</p>
November - December 2020	<p>Action 12: Continue discussions during PTA meetings around the three major components (structure, assistance & communication). Facilitate discussions around specific parent scenarios with which they need assistance.</p> <p>Responsible: School leader, FRC Team</p> <p>Participants: School leader, FRC Team and PTA members</p> <p>Frequency: PTA meeting calendar, monthly</p> <p>Intended Impact: To help ensure all families understand how to facilitate home learning (structure), how to assist their child during flexible home learning (assistance), and how to effectively communicate with school staff (communication). To assess the need of different PTA options (venues, times, languages).</p>
Dates: January - June	Action Plan:
January 2021	<p>Action 13: Conduct the Family Guidance and Support Midyear Survey</p> <p>Responsible: School leader, SEL team, FRC</p> <p>Participants: Parents/caretakers</p> <p>Frequency: One time</p> <p>Intended Impact: To collect data that will inform a data driven plan to provide ongoing training and events to parents and caregivers regarding effective strategies to support student achievement, collaboration and communication.</p>
January 2021	<p>Action 14: Review the Family Guidance and Support Midyear Survey</p> <p>Responsible: School leader, faculty</p>

	<p>Participants: Parents and guardians</p> <p>Frequency: One time</p> <p>Intended Impact: To develop a data driven plan to provide ongoing training to parents and caregivers regarding effective strategies to support student achievement.</p>
January – June 2021	<p>Action 15: Create and conduct virtual sessions including Parent Workshops, PTA meetings, Parent-Teacher Conferences.</p> <p>Responsible: School leader, all staff</p> <p>Participants: All staff, families, students</p> <p>Frequency: Per school and district calendars. Per introduction of each digital tool</p> <p>Intended Impact: To ensure all families have opportunities to participate in sessions for remote and hybrid learning.</p>
January – June 2021	<p>Action 16: Create and conduct virtual sessions to teach the various digital tools to parents and families.</p> <p>Responsible: School Leader, School Leadership Team, district Instructional Technology Coach</p> <p>Participants: All staff, families, students</p> <p>Frequency: Per introduction of each digital tool and follow-up sessions.</p> <p>Intended Impact: To ensure all families have opportunities to engage in school events and learning tools their children use.</p>
January – June 2021	<p>Action 17: Maintain a bank of resources to support parent access to various remote learning platforms.</p> <p>Responsible: School leader, SLT, district support, Library Media Specialist</p> <p>Participants: School community</p> <p>Frequency: Updated one time per month</p> <p>Intended Impact: Improve family communication in order to increase student achievement and the home-school connection as measured by data sets obtained from the various tools.</p>
January – June 2021	<p>Action 18: Review parent involvement data to improve the home school connection.</p> <p>Responsible: School leader, FRC Team</p> <p>Participants: School leader, FRC Team</p> <p>Frequency: Once monthly</p> <p>Intended Impact: To deepen the understanding of, and increase the use of technology tools used to support high quality, student centered hybrid remote instruction. The greater family understanding and connection, the greater support for students.</p>
January – June 2021	<p>Action 19: Parents will be informed of school-provided programs using the district allocated communication systems and school calendar.</p> <p>Responsible: School leader, SEL team</p> <p>Participants: Parents</p> <p>Frequency: Monthly, per school and district calendars.</p> <p>Intended Impact: To increase parents’ awareness of school events and programs.</p>
January – June 2021	<p>Action 20: Monitor, assess and reevaluate the frequency and content of communication happening between families and teaching staff through data collection in Remind and other communication platforms.</p> <p>Responsible: School leader, FRC Team</p> <p>Participants: School leader, FRC Team</p> <p>Frequency: Once monthly</p> <p>Intended Impact: Compare and address changes needed to communicate with families. To give teachers specific feedback on the quality of communication with families. To</p>

	ensure all families are informed of and have opportunities to participate in sessions for remote and hybrid meetings and workshops.
January – June 2021	<p>Action 21: Reevaluate- Continue discussions during PTA meetings around the three major components (structure, assistance & communication)- Facilitate discussions around specific parent scenarios with which they need assistance.</p> <p>Responsible: School leader, FRC Team</p> <p>Participants: School leader, FRC Team and PTA members</p> <p>Frequency: PTA meeting calendar, monthly</p> <p>Intended Impact: To help ensure all families understand how to facilitate home learning (structure), how to assist their child during flexible home learning (assistance), and how to effectively communicate with school staff (communication). To assess the need of different PTA options (venues, times, languages).</p>
January – March 2021	<p>Action 22: Restructure and set goals using a variety of specific feedback from stakeholders with a view towards the 2021-2022 school year.</p> <p>Responsible: School leader, FRC Team</p> <p>Participants: All faculty and staff</p> <p>Frequency: One time per month</p> <p>Intended Impact: To ensure that communication with families is succinct, pertinent and informative, with actionable feedback. To improve the ongoing communication between families using specific feedback from all stakeholders.</p>
April – June 2021	<p>Action 23: Set Goals- Continue discussions during PTA meetings around the three major components (structure, assistance & communication)- Facilitate discussions around specific parent scenarios with which they need assistance with a view towards the 2021-2022 school year.</p> <p>Responsible: School leader, SLT,</p> <p>Participants: School leader, SLT and PTA members</p> <p>Frequency: Bi-weekly (PTA meetings)</p> <p>Intended Impact: To help ensure all families understand how to facilitate home learning (structure), how to assist their child during flexible home learning (assistance), and how to effectively communicate with school staff (communication). To build sustainability in our school PTA and in the ability of our community families to be resourceful and supportive of our students.</p>
May 2021	<p>Action 24: Conduct the Family Guidance and Support Exit Survey</p> <p>Responsible: School leader, SEL team, FRC Team</p> <p>Participants: Parents/caretakers</p> <p>Frequency: One time</p> <p>Intended Impact: To collect data that will inform the effectiveness of the training and events provided to parents and caregivers regarding effective strategies to support student achievement, collaboration and communication.</p>

Progress Monitoring: Plan Implementation

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
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Strategic Academic Plan: Pillar 3

Pillar 3	District Statement of Practice
Results-focused Professional Learning and Collaboration	*Provide robust pedagogical professional development and materials, aligned to curricular and instructional expectations for individual and subgroups of students.

DTSDE Tenet Alignment (please check)

1		2	X	3		4	X	5		6	
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Goal (Specific, Measurable, Attainable, Relevant, and Timely):
By June 2021, all professional staff will implement common methods to plan for Data Driven Instruction, resulting in increased student achievement for 90% of all K level students, specifically students identified in the ENL student subgroup.

Quarterly Measures of Success:

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets
Foundational Five	Foundational Five	Foundational Five	Foundational Five
HE/E SO %	HE/E SO %	HE/E SO %	HE/E SO %
HE/E SE %	HE/E SE %	HE/E SE %	HE/E SE %
HE/E HOQ %	HE/E HOQ %	HE/E HOQ %	HE/E HOQ %
HE/E CFU %	HE/E CFU %	HE/E CFU %	HE/E CFU %
HE/E DIP %	HE/E DIP %	HE/E DIP %	HE/E DIP %

Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)
Organizational Data Staff Survey Question Student Survey Question Family Survey Question	Organizational Data Staff Survey Question Student Survey Question Family Survey Question	Organizational Data Staff Survey Question Student Survey Question Family Survey Question	Organizational Data Staff Survey Question Student Survey Question Family Survey Question
Other: 90% Attendance at PD offerings 80% of PLC teams use and complete the PLC Planning and Data Tool Note Catcher	Other: 95% Attendance at PD offerings 85% of PLC teams use and complete the PLC Planning and Data Tool Note Catcher	Other: 100% Attendance at PD offerings 90% of PLC teams use and complete the PLC Planning and Data Tool Note Catcher	Other: 100% Attendance at PD offerings 100% of PLC teams use and complete the PLC Planning and Data Tool Note Catcher

Action Plans:

Dates: August - December	Action Plan:
September 9, 2020	<p>Action 1: Review the Professional Learning Communities (PLC) Planning and Data Tool Note Catcher and determine the norms of each team.</p> <p>Responsible: School leader</p> <p>Participants: All staff</p> <p>Frequency: Once</p> <p>Intended Impact: To ensure that teachers follow their norms and utilize the Tool and Note Catcher as per the Data-Cycle Protocols.</p>
September – December 2020	<p>Action 2: Staff development provided on the process of Data-Driven Instruction and differentiated instruction; supports the school’s Professional Learning Community (PLC) process.</p> <p>Responsible: Leadership Team, Coaches, PLC Associates</p> <p>Participants: Coaches, Grade-Level Teams</p> <p>Frequency: 1x per month (September to December)</p> <p>Intended Impact: To deepen the understanding of how to differentiate instruction and successfully use data to meet the needs, interests, and abilities of all students and sub groups.</p>
September - December 2020	<p>Action 3: Grade-level teams will be provided with professional development on how to identify power standards. This will include identifying and planning for the use of key strategies in ELA and Math.</p>

	<p>Responsible: School leader, consultant Participants: Grade-level classroom teachers and support staff Frequency: One time per month (September to December) Intended Impact: To create a clear and concise narrative that addresses how teachers identify primary need(s) to be addressed in ELA and math.</p>
September – November 2020	<p>Action 4: Grade-level teams will collaborate to discuss power standards and key strategies in ELA and Math. Responsible: School leader and grade-level teams Participants: Grade-level classroom teachers and support staff Frequency: Two times per week, complete one 6-week cycle Intended Impact: To realign curriculum that includes essential learning and key strategies to support and address the results of regression and need for acceleration.</p>
September – December 2020	<p>Action 5: Teams meet, use data protocols, and report out data-informed interventions using PLC Planning and Data Tool Note Catcher. Responsible: Faculty PLC teams Frequency: Two times per week. Participants: Faculty PLC teams Intended Impact: To use the PLC Process (Plan, Do, Check, Respond), data protocols and interventions that address remediation and enrichment to support student success.</p>
September – December 2020	<p>Action 6: Grade-level teams meet with the school leader to review progress of teams and goals set using data protocol. Responsible: School leader Participants: Faculty PLC teams Frequency: Once per month Intended Impact: To assure that protocols are being used effectively.</p>
Dates: January - June	Action Plan:
January 2021	<p>Action 7: Create a midyear PLC Survey (also used at end-of-year) Responsible: School leader Participants: School leader Frequency: Once Intended Impact: To have a tool that allows building leadership and faculty to have collegial and collaborative conversation about the PLC process and share improvement considerations.</p>
January 2021	<p>Action 8: Conduct PLC Survey Responsible: School leader Participants: Faculty PLC teams Frequency: Once Intended Impact: To provide faculty the opportunity to share their perceptions of the PLC process.</p>
January 2021	<p>Action 9: Review PLC Survey Responsible: School leader Participants: School leader and faculty Frequency: Once Intended Impact: To analyze and reflect on the PLC process and discuss improvements on how to improve the process and supports.</p>
January – June 2021	<p>Action 10: Teams meet, use data protocols, and report out data-informed interventions using PLC Agenda Minutes and Data Tool Note Catcher.</p>

	<p>Responsible: Faculty PLC teams Frequency: Twice per week. Participants: Faculty PLC teams Intended Impact: To use the PLC Process (Plan, Do, Check, Respond), data protocols and interventions that address remediation and enrichment to support student success.</p>
January – June 2021	<p>Action 11: Grade-level teams meet with the school leader to review progress of teams and goals set using data protocol. Responsible: School leader Participants: Faculty PLC teams Frequency: Once per month Intended Impact: To assure that protocols are being used effectively.</p>
May 2021	<p>Action 12: Conduct End-of-Year PLC Survey Responsible: School leader Participants: Faculty PLC teams Frequency: Once Intended Impact: To provide faculty the opportunity to share their perceptions of the PLC process.</p>
May 2021	<p>Action 13: Review End-of-Year PLC Survey Responsible: School leader Participants: School leader and faculty Frequency: Once Intended Impact: To analyze and reflect on the PLC process and discuss improvements on how to improve the process and supports.</p>

Progress Monitoring: Plan Implementation

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
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Strategic Academic Plan: Pillar 4

Pillar 4	District Statement of Practice
Data-informed Efficient and Effective Systems	*Implement a comprehensive system for using multiple data sets to strategically plan to meet the needs of the school (students, staff, and families) for the purpose of improvement and academic achievement.

DTSDE Tenet Alignment (please check)

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Goal (Specific, Measurable, Attainable, Relevant, and Timely):

Quarterly Measures of Success:

- Measures of Success (Vital Signs) in the areas of Student Learning and Growth will be set by Performance Fact © pending baseline data.
- Measures of Success (Vital Signs) in the areas of Teaching and Learning (Foundational Five PLC ©, Leveraged Leadership PLC © and Data Surveys – Staff, Student and Family PLC ©) will be set by PLC pending baseline data.
- If accurate baseline data is available, Measures of Success may be set now.
- In the case that there are Goals outside of these areas above which are linked to the Strategic Academic Plan, PLC together with the individual school, will set Quarterly Measure of Success.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets	Vital Signs Student Achievement Targets
Foundational Five	Foundational Five	Foundational Five	Foundational Five
HE/E SO %	HE/E SO %	HE/E SO %	HE/E SO %
HE/E SE %	HE/E SE %	HE/E SE %	HE/E SE %
HE/E HOQ %	HE/E HOQ %	HE/E HOQ %	HE/E HOQ %
HE/E CFU %	HE/E CFU %	HE/E CFU %	HE/E CFU %

HE/E DIP %	HE/E DIP %	HE/E DIP %	HE/E DIP %
Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)
Organizational Data	Organizational Data	Organizational Data	Organizational Data
Staff Survey Question	Staff Survey Question	Staff Survey Question	Staff Survey Question
Student Survey Question	Student Survey Question	Student Survey Question	Student Survey Question
Family Survey Question	Family Survey Question	Family Survey Question	Family Survey Question
Other:	Other:	Other:	Other:

Action Plans:

Dates: August - December	Action Plan:
Dates: January - June	Action Plan:

Progress Monitoring: Plan Implementation

Quarter	Describe the degree of Comprehensive School Plan implementation, including progress toward the Goal, degree of implementation and impact of Action Plans, other successes and challenges which may be present.
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