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:	Eldorado Elementary School	Principal	Fitzgerald Georges

School Leadership Team	
Name	**Title/Organization**
Samantha Scherer	Academic Standards Facilitator
Danielle Perrone	Special Education Teacher
Jacqueline Ojeda	Bilingual Teacher
Patrick Peltier	Library Media Specialist
Teresa Murphy	Special Education Teacher
Peggy Sall	Family Resource Coordinator
Michelle Dorfman	Bilingual Teaching Assistant
Donna Schwartz	Special Education Teaching Assistant

Priorities

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.

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.

Pillar 1

- Continuing instructional growth for engagement and checks for understanding
- Building a classroom community and creating opportunities for collaboration between students within a virtual environment

Pillar 2
- Strengthening the home-school connection, including training (instructional and social emotional), engagement, and communication opportunities for families. Providing social emotional supports to students and families
  - P2: Sub-groups: ENL, bilingual, students with disabilities

Pillar 3
- Continuing to provide formal and informal professional development to support teachers with instruction and using instructional tools (virtual or otherwise)
- Provide sensitivity training for students and staff regarding culture, sexual orientation, gender, race, etc. to promote understanding and empathy
- Health and safety training for all school stakeholders

Pillar 4
- Strengthen our use of student data to inform targeted instruction *(including STAR and Module data, whether virtual or brick-and-mortar)*
- Using instructional programs that collect student data (i.e. Freckle connected to Star, ASSISTments, etc.)
- Cycles of inquiry within the PLC's using common assessments as well as summative benchmark data
- Strengthening differentiation strategies to meet the needs of all students (data-informed instruction)

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		4		5		6	

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

By June 2021, 100% of teachers will utilize effective instructional practices, such as unpacking learning targets, higher order thinking skills, student collaboration, engagement strategies, and differentiation in their daily instructional practices as measured by the district learning walk tool.

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
80% of learning walks will show evidence of student engagement protocols, student collaboration, checking for understanding strategies and pre-planned higher-order questions during daily classroom instruction.	85% of learning walks will show evidence of student engagement protocols, student collaboration, checking for understanding strategies and pre-planned higher-order questions during daily classroom instruction.	90% of learning walks will show evidence of student engagement protocols, student collaboration, checking for understanding strategies and pre-planned higher-order questions during daily classroom instruction.	100% of learning walks will show evidence of student engagement protocols, student collaboration, checking for understanding strategies and pre-planned higher-order questions during daily classroom instruction.
70% of teachers will state that student engagement protocols, checking for understanding strategies and pre-planned higher-order questions with a focus on student collaboration are embedded in every lesson using a self-evaluative reflection tool.	80% of teachers will state that student engagement protocols, checking for understanding strategies and pre-planned higher-order questions with a focus on student collaboration are embedded in every lesson using a self-evaluative reflection tool.	90% of teachers will state that student engagement protocols, checking for understanding strategies and pre-planned higher-order questions with a focus on student collaboration are embedded in every lesson using a self-evaluative reflection tool.	100% of teachers will state that student engagement protocols, checking for understanding strategies and pre-planned higher-order questions with a focus on student collaboration are embedded in every lesson using a self-evaluative reflection tool.
HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % 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:
August 2020 Pre-Opening Day - December 2020	**Action 1:** _**Professional Learning**_ focused on the functionality of technology used for remote/hybrid learning. (Schoology, Remind, Google Classroom, Google Meet, Classlink) **Responsible:** School Leader, ASF, consultant **Participants:** Faculty and staff **Frequency:** After initial training, ongoing as needed. **Intended Impact:** To deepen the understanding of how each tool will allow teachers to provide collaborative activities and lessons to engage students.
August 2020 Pre-Day #1 of School	**Action 2:** _**Creation**_ of the Teacher Self Reflection Tool **Responsible:** School Leader, ASF, Teacher, SCEP Team **Participants:** Teachers **Frequency:** Quarterly **Intended Impact:** Improve teacher instructional practices
Late September through November 2020 bi-weekly December – May monthly	**Action 3:** _**Professional Learning**_ focused on remote/hybrid instructional strategies that support The Foundational Five - High Quality, Student Centered Learning for every student. **Responsible:** School Leader, ASF, PLC Associates **Participants:** Faculty and staff **Frequency:** Last two weeks of September through November bi-weekly, December begins monthly sessions **Intended Impact:** To deepen faculty understanding of technology tools used to support high quality, student centered remote instruction, and to increase collaboration and engagement among students.
September 2020 - October 2020	**Action 4:** _**Professional Learning**_ focused on conducting virtual learning walks. **Responsible:** District leadership, PLC Associates **Participants:** School leader, ASF **Frequency:** Initial training **Intended Impact:** Improve principal and ASF capacity to provide meaningful and timely feedback to teachers regarding best practices in a virtual and hybrid school environment.
September 2020 - December 2020*	**Action 5:** _**Development**_ of virtual lesson plans **Responsible:** Teachers **Participants:** Teachers, ASF, school leader

	Frequency: Weekly **Intended Impact:** Improve teachers' capacity to create plans for a virtual school environment.
September 2020 - December 2020	**Action 6:** _**Feedback**_ on virtual lesson plans **Responsible:** School leader and ASF **Participants:** Teachers **Frequency:** Weekly **Intended Impact:** Provide feedback on teachers' instructional planning through the lens of The Foundational Five with specific attention to the alignment of Target - Task - Assessment loop.

September 2020 - December 2020	**Action 7:** _**Implementation**_ of the Foundational Five - High Quality, Instructional Practices in their daily instruction to support student centered learning in all learning environments.
	Responsible: Teaching staff
	Participants: Teaching staff
	Frequency: Daily
	Intended Impact: Teachers will develop lessons, embedding the elements of the Foundational Five:
	    ● Student Ownership of Learning
	    ● Student Engagement
	    ● Checks for Understanding
	    ● High Level Questioning
	    ● Differentiation
	      allowing all students to self-reflect on their own challenges and successes to support student ownership of learning.

September 2020, November	**Action 8:** _**Completion**_ of the Teacher Self-Reflection Tool
	Responsible: School leader, ASF, teachers
	Participants: Teachers
	Frequency: Quarterly
	Intended Impact:
	    ● To afford teachers intentional opportunities to deeply reflect on their instructional practice for the purpose of validation and continuous improvement.
	    ● To determine future professional learning

October 2020 - December	**Action 9:** _**Introduce**_ the Learning Walk Tool, in tandem, with the Teacher Self-Reflection Tool with faculty. **Responsible:** School leader, ASF, PLC Consultant **Participants:** All faculty and staff **Frequency:** One time and ongoing follow up as needed **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, collaboration, and differentiation within a remote or hybrid setting. Both tools mirror each other and provide teachers the opportunity for personal self-reflection.
October 2020 - December 2020*	**Action 10:** _**Professional Learning**_ - Technology Playground - An Organic, Collaborative Teacher-Led Program **Responsible:** Teachers **Participants:** Teachers **Frequency:** Monthly or as needed

	Intended Impact: Improve teacher instructional practices within a collaborative environment.
September 2020 - December 2020	**Action 11**: _**Conduct**_ classroom learning walks focused on The Foundational Five and provide timely feedback to teachers. **Responsible**: School leader **Participants**: School leader and teaching staff **Frequency:** Conduct 5x/day with timely feedback- follow the district 5/20/80 (day/week/month) expectation **Intended Impact:** Collect evidence and provide feedback on teachers' instruction through the lens of The Foundational Five with specific attention to the alignment of Target - Task - Assessment loop.
October 2020- December 2020	**Action 12:** Share learning walk data with staff to celebrate successes and determine future needs. **Responsible**: School leader, ASF, PLC Liaisons **Participants**: All faculty and staff **Frequency**: Monthly at faculty meetings **Intended Impact**: To extend the use of specific strategies, provide feedback, and explore new protocols and strategies to faculty and staff.
Dates: January - June	**Action Plan:**
January 2021 February 2021 March 2021 April 2021 May 2021 June 2021	**Action 13:** Professional learning focused on remote/hybrid instructional strategies that support The Foundational Five - High Quality, Student Centered Learning for every student. **Responsible:** School leader, ASF, PLC Associates **Participants:** Faculty and staff **Frequency:** January - June 2021 - monthly **Intended Impact:** To deepen faculty understanding of technology tools used to support high quality, student centered remote instruction.
January 2021 - June 2021*	**Action 14:** Creation of virtual lesson plans **Responsible:** Teachers **Participants:** Teachers, ASF, School leader **Frequency:** Weekly **Intended Impact:** Improve teachers' capacity to create plans for a virtual school environment.
January 2021 - June 2021*	**Action 15:** Professional Learning - Technology Playground - An Organic, Collaborative Teacher-Led Program **Responsible:** Teachers **Participants:** Teachers **Frequency:** Monthly or as needed **Intended Impact:** Improve teacher instructional practices within a collaborative environment.
January 2021 - June 2021	**Action 16:** Conduct classroom learning walks focused on The Foundational Five and provide timely feedback to teachers. **Responsible**: School leader **Participants**: School leader and teaching staff **Frequency:** Conducted 5x/day with timely feedback- follow the district 5/20/80 (day/week/month) expectation **Intended Impact:** Collect evidence and provide feedback on teachers' instruction

	through the lens of The Foundational Five with specific attention to the alignment of Target - Task - Assessment loop.
January 2021 - June 2021	**Action 17**: Feedback on virtual lesson plans **Responsible:** School Leader and ASF **Participants:** Teachers **Frequency:** Weekly **Intended Impact:** Provide feedback on teachers' instructional planning through the lens of The Foundational Five with specific attention to the alignment of Target - Task - Assessment loop.
January 2021- June 2021	**Action 18:** 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**: To help monitor the use of specific strategies and provide feedback to create ownership and deepen the proficiency and understanding of the "look-fors:" learning targets, higher order thinking skills, engagement strategies, differentiation and implementation of effective instructional technology practices and remote Learning**.**
January 2021 - June 2021	**Action 19**: Staff will implement the Foundational Five - High Quality, Instructional Practices in their daily instruction to support student centered learning in all learning environments. **Responsible**: Teaching staff **Participants**: Teaching staff **Frequency**: Daily **Intended Impact**: Our teachers will develop lessons, embedding the elements of the Foundational Five: ● Student Ownership of Learning ● Student Engagement ● Checks for Understanding ● High Level Questioning ● Differentiation allowing all students to self-reflect on their own challenges and successes to support student ownership of learning.
February 2021 April 2021	**Action 20:** Completion of the Teacher Self-Reflection Tool **Responsible:** School Leader, ASF, teachers **Participants:** Teachers **Frequency:** Quarterly **Intended Impact:** ● To afford teachers intentional opportunities to deeply reflect on their instructional practice for the purpose of validation and continuous improvement. ● To determine future professional learning

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		6	

Goal (Specific, Measurable, Attainable, Relevant, and Timely):
By June 2021, 100% of teachers will use multiple communication tools and strategies to improve family communication in order to increase student achievement and the home-school (social-emotional) connection.

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 HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % 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 75% of families are engaged in communication with school staff on a weekly basis about their child's progress. (*Data from Remind Communication Tool; and Schoology*) 40% Attendance for PTA Meetings either in person or virtually to gain more knowledge about school happenings. Staff Survey Question Student Survey Question Family Survey Question 75% of families will agree with the statement "The school communicates with me weekly about my	Organizational Data 85% of families are engaged in communication with school staff on a weekly basis about their child's progress. (*Data from Remind Communication Tool; and Schoology*) 55% Attendance for PTA Meetings either in person or virtually to gain more knowledge about school happenings. Staff Survey Question Student Survey Question Family Survey Question 85% of families will agree with the statement "The school communicates with me weekly about my	Organizational Data 95% of families are engaged in communication with school staff on a weekly basis about their child's progress. (*Data from Remind Communication Tool; and Schoology*) 70% Attendance for PTA Meetings either in person or virtually to gain more knowledge about school happenings. Staff Survey Question Student Survey Question Family Survey Question 95% of families will agree with the statement "The school communicates with me weekly about my	Organizational Data 100% of families are engaged in communication with school staff on a weekly basis about their child's progress. (*Data from Remind Communication Tool; and Schoology*) 85% Attendance for PTA Meetings either in person or virtually to gain more knowledge about school happenings. Staff Survey Question Student Survey Question Family Survey Question 100% of families will agree with the statement "The school communicates with me weekly about my

child's progress." *(Family and School Engagement Survey - Google Form)*	child's progress." *(Family and School Engagement Survey - Google Form)*	child's progress." *(Family and School Engagement Survey - Google Form)*	child's progress." *(Family and School Engagement Survey - Google Form)*
Other	Other	Other	Other

Action Plans:

Dates: August - December	Action Plan:
August 2020	**Action 1:** <u>***Create***</u> baseline "Family and School Engagement Survey," using questions from the existing district (student and parent) surveys. **Responsible:** School leader, ASF, SLT **Participants:** School leader, ASF, SLT **Frequency:** One time **Intended Impact:** To identify families' current perceptions regarding reciprocal communications, home-school partnerships and shared monitoring of their student's progress.
August/September 2020	**Action 2:** <u>***Present***</u> to staff at the opening meeting to highlight the expectations and structures for remote or hybrid learning (Class Link, Schoology, Class DoJo, Remind, Google Classroom, Google Meet, Google Reports) **Responsible:** School leader, ASF **Participants:** All faculty and staff **Frequency:** One time **Intended Impact:** To ensure all teachers and staff have a common understanding of the expectations and structures of remote learning to maintain consistency throughout the three grade levels.
August 2020	**Action 3:** <u>***Design***</u> "Family Guidance and Support" Learning Sessions for Remote Learning **Responsible:** School leader and ASF **Participants:** Building leader, ASF and SLT **Frequency:** Two times **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.
August 2020	**Action 4:** <u>***Design***</u> Student Norms and Expectations Learning for Remote Learning (Class Link, Schoology, Class DoJo, Remind, Google Classroom, Google Meet, Google Reports)

	Responsible: District, School leader, ASF, Teaching Faculty **Participants:** Teachers **Frequency:** September – daily; October through June - ongoing as needed **Intended Impact:** To ensure all students have a common understanding of the expectations and norms for both remote and hybrid learning to maintain consistency throughout all grade levels.
September 2020 Days	**Action 5:** _Deliver_ Student Norms and Expectations Learning for Remote Learning (Class Link, Schoology, Class DoJo, Remind, Google Classroom, Google Meet, Google Reports) **Responsible:** School leader, ASF, Teaching Faculty **Participants:** Students **Frequency:** September – daily; October through June - ongoing as needed **Intended Impact:** To ensure all students have a common understanding of the expectations and norms for both remote and hybrid learning to maintain consistency throughout all grade levels.
August/September 2020	**Action 6:** _Design_ family engagement sessions including Back to School Night, Parent Workshops, PTA meetings and Parent-Teacher Conferences. **Responsible:** School leader, ASF, All staff **Participants:** All staff, Families, Students **Frequency:** As needed **Intended Impact:** To educate and strengthen relational trust through family engagement.
September 2020 - December 2020	**Action 7:** _Deliver_ "Family Guidance and Support" Learning Sessions for Remote Learning **Responsible:** School leader, ASF, SLT **Participants:** Building leader, ASF, SLT and teaching Staff **Frequency:** Two to three times **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.
September 2020 November 2020 January 2021 May 2021	**Action 8:** _Administer_ "Family and School Engagement Survey" **Responsible:** School leader, ASF, faculty **Participants:** Parents and guardians **Frequency:** Quarterly **Intended Impact:** To develop a data-driven plan to provide ongoing training to families regarding effective strategies to support student achievement.
September 2020 - December 2020	**Action 9:** _Deliver_ family engagement sessions including Back to School Night, Parent Workshops, PTA meetings and Parent-Teacher Conferences. **Responsible:** School leader, ASF, all staff **Participants:** All staff, families, students **Frequency:** As needed **Intended Impact:** To educate and strengthen relational trust through family engagement.
September 2020	**Action 10:** _Establish_ a partnership between the PTA and school leader to create a steering committee to review parent involvement data to strengthen the home school connection. **Responsible:** School leader, ASF, FRC, P.T.A., SLT **Participants:** School leader, ASF, FRC, P.T.A., SLT

	Frequency: One time **Intended Impact:** To strengthen the home-school connection and support greater family understanding and support for students.
Sept 2020 Nov 2020	**Action 11:** *Complete* the Data Driven Cycle of Continuous Improvement - Collect, analyze and actionalize technology tools analytics from Schoology, Class DoJo, Remind, Google Classroom reports by the steering committee. **Responsible:** School leader, ASF, SLT, FRC **Participants:** School leader, ASF, SLT, P.T.A., FRC **Frequency:** Quarterly **Intended Impact:** To reflect and actionalize data to strengthen communication between families, faculty and staff.
September 2020 - December 2020	**Action 12:** *Implement* data-driven plan collaboratively designed by the PTA steering committee and school leader. **Responsible:** School leader, ASF, P.T.A., SLT **Participants:** Families, PTA, school leader, SLT **Frequency:** Ongoing **Intended Impact:** To strengthen the home-school connection and support greater family understanding and support for students.
Dates: January - June	**Action Plan:**
January 2021 - June 2021	**Action 13:** *Deliver* family engagement sessions including Back to School Night, Parent Workshops, PTA meetings and Parent-Teacher Conferences. **Responsible:** School leader, ASF, all staff **Participants:** All staff, families, students **Frequency:** As needed **Intended Impact:** To educate and strengthen relational trust through family engagement.
January 2021 May 2021	**Action 14:** *Administer* "Family and School Engagement Survey" **Responsible:** School leader, ASF, Faculty **Participants:** Parents and guardians **Frequency:** Quarterly **Intended Impact:** To develop a data-driven plan to provide ongoing training to families regarding effective strategies to support student achievement.
January 2021 May 2021	**Action 15:** *Complete* the Data Driven Cycle of Continuous Improvement - Collect, analyze and actionalize technology tools analytics from Schoology, Class DoJo, Remind, Google Classroom reports by the steering committee. **Responsible:** School leader, ASF, SLT, FRC **Participants:** School leader, ASF, SLT, P.T.A., FRC **Frequency:** Quarterly **Intended Impact:** To reflect and actionalize data to improve communication between families, faculty and staff.
January 2021 - June 2021	**Action 16:** *Implement* data-driven plan collaboratively designed by the PTA steering committee and school leader. **Responsible:** School leader, ASF, P.T.A., SLT **Participants:** Families, PTA, school leader, SLT **Frequency:** Ongoing **Intended Impact:** To strengthen the home-school connection and support greater family understanding and support for students.

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 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		3		4		5		6	

Goal (Specific, Measurable, Attainable, Relevant, and Timely):
NOTE - *Provide robust pedagogical professional development and materials, aligned to curricular and instructional expectations for individual and subgroups of students, has been embedded into Pillars 1,3 and 4.*

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 HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % HE/E DIP %	Foundational Five HE/E SO % HE/E SE % HE/E HOQ % HE/E CFU % 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	Other	Other	Other

Action Plans:

Dates: August - December	Action Plan:
	Action: **Responsible:** **Participants:** **Frequency:** **Intended Impact:**
	Action: **Responsible:** **Participants:** **Frequency:** **Intended Impact:**
	Action: **Responsible:** **Participants:** **Frequency:** **Intended Impact:**

Dates: January - June	Action Plan:
	Action: **Responsible:** **Participants:** **Frequency:** **Intended Impact:**
	Action: **Responsible:** **Participants:** **Frequency:** **Intended Impact:**

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 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)

1		2		3		4		5		6	

Goal (Specific, Measurable, Attainable, Relevant, and Timely):
By June 2021, 100% of teachers will collaboratively leverage student data from common formative and summative assessments using cycles of continuous improvement to inform differentiated and targeted instruction.

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:
August 2020	**Action 1:** _**Digitize**_ EL and Eureka Module Assessments **Responsible:** District, school leader, ASF **Participants:** Building leaders **Frequency:** Once **Intended Impact:** To allow common assessments to be administered regardless of virtual, hybrid, or brick-and-mortar environment.
September 2020	**Action 2:** _**Provide Professional Learning**_ focused on the Cycles of Continuous

	Improvement to inform differentiated instruction. **Responsible:** ASF, PLC Associates **Participants:** Teachers **Frequency:** Initial training and ongoing follow-up as needed within Professional Learning Communities. **Intended Impact:** Teachers will understand the structures of how to effectively use cycles of continuous improvement to impact student achievement within their Professional Learning Communities.
September - October 2020	**Action 3:** _**Provide Professional Learning**_ focused on the implementation of data-driven differentiated instruction in a virtual or hybrid environment. **Responsible:** ASF, PLC Associates **Participants:** School leaders, teachers **Frequency:** Two times in the last two weeks of September or first week of October **Intended Impact:** Teachers to strengthen their instructional practice to meet the needs of all students, regardless of the teaching and learning environment.
September - October 2020	**Action 4:** _**Introduce**_ Digitized EL and Eureka module assessments to faculty and staff **Responsible:** School leaders **Participants:** Faculty and staff **Frequency:** Once **Intended Impact:** To allow common assessments to be administered regardless of virtual, hybrid, or brick-and-mortar environment.
September - October 2020	**Action 5:** _**Provide Professional Learning**_ around facilitating student conversations about data and self-reflection in a virtual or hybrid environment. **Responsible:** School leaders, PLC Associates **Participants:** Teachers **Frequency:** Once **Intended Impact:** Provide opportunities for student ownership of learning, regardless of the learning environment.
October - November 2020	**Action 6:** _**Develop**_ strategies for student-led data conversations and student self-reflection to set quarterly goals in a virtual or hybrid environment. **Responsible:** Teachers, school leaders **Participants:** Teachers **Frequency:** Once **Intended Impact:** Provide strategies for students to reflect on their growth, set goals and monitor their progress in multiple learning environments.
September 2020 - December	**Action 7:** _**Implement**_ Cycles of Continuous Improvement in weekly PLC teams to: ● analyze data from common assessments ● set goals ● implement research-based instructional strategies to address areas of need, participate in interclass visits ● evaluate progress towards goals. **Responsible:** School leader, ASF, Teachers **Participants:** Teachers **Frequency:** Weekly **Intended Impact:** Student growth and higher levels of proficiency for all students, especially ELLs and students with disabilities.
September 2020 - December	**Action 8:** PLC Teams will _**Participate**_ in interclass visits as part of the Cycles of Continuous Improvement.

	Responsible: School leader, ASF, Teachers **Participants:** Teachers **Frequency:** One team per week (6-week rotation cycle) **Intended Impact:** Student growth and higher levels of proficiency for all students, especially ELLs and students with disabilities.
September 2020 - December 2020	**Action 9:** *Implement and Facilitate* student data conversations and self-reflection. **Responsible:** Teachers, school leaders **Participants:** Teachers and students **Frequency:** Quarterly **Intended Impact:** Provide opportunities for student ownership of learning, regardless of the learning environment.
Dates: January - June	**Action Plan:**
January 2021 - June 2021	**Action 10:** *Implement* Cycles of Continuous Improvement in weekly PLC teams to: ● analyze data from common assessments ● set goals ● implement research-based instructional strategies to address areas of need, participate in interclass visits ● evaluate progress towards goals. **Responsible:** School leader, ASF, teachers **Participants:** Teachers **Frequency:** Weekly **Intended Impact:** Student growth and higher levels of proficiency for all students, especially ELLs and students with disabilities.
January 2021 - June 2021	**Action 11:** PLC Teams will *Participate* in interclass visits as part of the Cycles of Continuous Improvement. **Responsible:** School leader, ASF, teachers **Participants:** Teachers **Frequency:** One team per week (6-week rotation cycle) **Intended Impact:** Student growth and higher levels of proficiency for all students, especially ELLs and students with disabilities.
January 2021 - June 2021	**Action 12:** *Implement and Facilitate* student data conversations and self-reflection. **Responsible:** Teachers, school leaders **Participants:** Teachers and students **Frequency:** Quarterly **Intended Impact:** Provide opportunities for student ownership of learning, regardless of the learning environment.

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	