

## 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.

<b>School:</b>	<b>Elmwood Elementary</b>	<b>Principal</b>	<b>Ellen Andriello</b>
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<b>School Leadership Team</b>	
<b>Name</b>	<b>Title/Organization</b>
Ellen Andriello	Principal
Dave Hershfield	Grade 6 Classroom Teacher
Frank Wirchansky	Grade 5 Classroom Teacher
Jody Calabrese	Grade 4 Classroom Teacher
Ann Vergine	School Psychologist
Geralyn Alva	Reading Teacher
Michelle Morrissey	Reading Teacher
Stella Kokoros	English as a New Language (ENL) Teacher
Shira Bahary	Bilingual Yiddish Classroom Teacher
Johanna Mitchell	Medically Involved Classroom Teacher
Wendy Nunez	Grade 4 Bilingual Spanish Teacher
Nicole Nesi	Grade 6 Special Education Teacher
Mark Goracy	Grade 6 Special Education Teacher
Pamela D'Apice-White	Academic Standards Facilitator (ASF)
Devika Jagnanan	Family Resource Coordinator (FRC)
Chevon Dos Reis	Parent Teacher Association President

**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 - Teacher Practice 1, Leader Practice 1/Tenets 1, 3 and 4

- Foundational Five (5): student ownership of learning, student engagement, checking for understanding, complex questioning and differentiated instruction.
- Foundational Five (5): instructional practices monitored closely. and practices monitored closely.
- Lesson Plans: Plans created and reviewed in a virtual format focused on accessibility and collaboration.
- Timely and explicit feedback regarding instructional practice by school leaders need to visit classrooms in person or virtually to provide actionable feedback in a timely and efficient manner

Pillar 2 - Teacher Practice 3, Leader Practice 2/Tenet 5

- Social Emotional Learning for ALL Stakeholders in the school and community
- Continue to increase parent engagement by increasing levels and methods of communication of events by using Class DoJo, Robo Calls, Flyers and implement incentives for parent/student/teacher attendance at events. An additional challenge is the need to have interpreters present.

Pillar 4 - Teacher Practice 5, Leader Practice 4/Tenet 2, 3 & 4

- Professional Learning Communities (PLCs) - analyzing common formative assessments (student work) in addition to summative data at a minimum of two times weekly to re-strategize, plan and deliver targeted intervention for all students, with specific emphasis on our Hispanic/Latino students and students with disabilities.

## 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	X	2		3	X	4	X	5		6
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Goal (Specific, Measurable, Attainable, Relevant, and Timely):
By June of 2021, 100% of teachers will utilize effective instructional practices including collaborative strategies that increase student engagement, and checks for understanding in order to increase student achievement.

### 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 PLC - 75% of the learning walks will yield evidence of: student engagement protocols, student collaboration, checking for understanding strategies and infusion of pre-planned higher-	Foundational Five PLC - 80% of the learning walks will yield evidence of: student engagement protocols, student collaboration, checking for understanding strategies and infusion of pre-planned higher-order questions during daily	Foundational Five PLC - 90% of the learning walks will yield evidence of: student engagement protocols, student collaboration, checking for understanding strategies and infusion of pre-planned higher-order questions during	Foundational Five PLC - 100% of the learning walks will yield evidence of: student engagement protocols, student collaboration, checking for understanding strategies and infusion of pre-planned higher-order

<p>order questions during daily classroom instruction. PLC - 80% of Lesson Plan Templates - include the addition of student engagement protocol(s) and Checking For Understanding strategies.</p> <p>HE/E SO %</p> <p>HE/E SE %</p> <p>HE/E HOQ %</p> <p>HE/E CFU %</p> <p>HE/E DIP %</p>	<p>classroom instruction. PLC - 85% of Lesson Plan Templates - include the addition of student engagement protocol(s) and Checking For Understanding strategies.</p> <p>HE/E SO %</p> <p>HE/E SE %</p> <p>HE/E HOQ %</p> <p>HE/E CFU %</p> <p>HE/E DIP %</p>	<p>daily classroom instruction. PLC - 90% of Lesson Plan Templates - include the addition of student engagement protocol(s) and Checking For Understanding strategies.</p> <p>HE/E SO %</p> <p>HE/E SE %</p> <p>HE/E HOQ %</p> <p>HE/E CFU %</p> <p>HE/E DIP %</p>	<p>questions during daily classroom instruction. PLC - 100% of Lesson Plan Templates - include the addition of student engagement protocol(s) and Checking For Understanding strategies.</p> <p>HE/E SO %</p> <p>HE/E SE %</p> <p>HE/E HOQ %</p> <p>HE/E CFU %</p> <p>HE/E DIP %</p>
Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)	Leveraged Leadership (With Leadership Only)
<p>Organizational Data</p> <p>Staff Survey Question</p> <p>Student Survey Question</p> <p>Family Survey Question</p>	<p>Organizational Data</p> <p>Staff Survey Question</p> <p>Student Survey Question</p> <p>Family Survey Question</p>	<p>Organizational Data</p> <p>Staff Survey Question</p> <p>Student Survey Question</p> <p>Family Survey Question</p>	<p>Organizational Data</p> <p>Staff Survey Question</p> <p>Student Survey Question</p> <p>Family Survey Question</p>
Other	Other	Other	Other

**Action Plans:**

<b>Dates:</b> August - December	<b>Action Plan:</b>
August 2020	<p><b>Action 1: <u>Design</u></b> Instructional Norms and Expectation Learning Sessions for Remote Learning for Faculty and Staff</p> <p><b>Responsible:</b> School leader and ASF</p> <p><b>Participants:</b> School Leader, ASF and SLT</p>

	<p><b>Frequency:</b> One time</p> <p><b>Intended Impact:</b> To ensure all faculty and staff have a common understanding of the expectations and norms for both remote and hybrid learning to maintain consistency throughout all grade levels.</p>
Day #1 September 2020 Professional Learning Day	<p><b>Action 2: <i>Present</i></b> to faculty and staff at the opening meeting the expectations and structures for remote or hybrid learning.</p> <p><b>Responsible:</b> School leader and ASF</p> <p><b>Participants:</b> All faculty and staff</p> <p><b>Frequency:</b> One time</p> <p><b>Intended Impact:</b> To ensure all faculty and staff understand and use common expectations and norms for both remote and hybrid learning. Consistency is maintained and transition between learning environments is fluid and seamless for every student.</p>
August 2020 Day #1-Day #5 September 2020 With Students	<p><b>Action 3: <i>Design</i></b> Student Norms and Expectations for Remote or Hybrid Learning</p> <p><b>Responsible:</b> School Leader, ASF, Teaching Faculty</p> <p><b>Participants:</b> Faculty and Staff</p> <p><b>Frequency:</b> Daily in September and ongoing as needed</p> <p><b>Intended Impact:</b> To ensure all students understand and use common expectations and norms for both remote and hybrid learning. Consistency is maintained and transition between learning environments is fluid and seamless for every student.</p>
Day #1-Day #5 September 2020 With Students	<p><b>Action 4: <i>Introduce and Implement</i></b> Student Norms and Expectation Learning Sessions for Remote Learning</p> <p><b>Responsible:</b> School leader, ASF, teaching faculty</p> <p><b>Participants:</b> Faculty and staff</p> <p><b>Frequency:</b> Daily in September and ongoing as needed</p> <p><b>Intended Impact:</b> To ensure all students understand and use common expectations and norms for both remote and hybrid learning. Consistency is maintained and transition between learning environments is fluid and seamless for every student.</p>
September - December 2020	<p><b>Action 5: <i>Professional Learning</i></b> focused on the functionality of technology used for remote/hybrid learning.</p> <p><b>Responsible:</b> District, school leader, ASF,</p> <p><b>Participants:</b> Faculty and staff</p> <p><b>Frequency:</b> Weekly</p> <p><b>Intended Impact:</b> To deepen the understanding of how each tool</p>
September - December 2020	<p><b>Action 6: <i>Professional Learning</i></b> focused on remote/hybrid instructional strategies that support The Foundational Five - High Quality, Student Centered Learning for every student.</p> <p><b>Responsible:</b> School leader, ASF, PLC Associates</p> <p><b>Participants:</b> Faculty and staff</p> <p><b>Frequency:</b> September through November bi-weekly, December monthly</p> <p><b>Intended Impact:</b> To deepen faculty understanding and use of district technology tools applied to The Foundational Five - High Quality, Student Centered within remote and hybrid environments.</p>
August- September 2020	<p><b>Action 7: <i>Creation</i></b> of Virtual Lesson Plan Template and Grade Level Folders</p> <p><b>Responsible:</b> Principal and ASF</p> <p><b>Participants:</b> All classroom teachers</p> <p><b>Frequency:</b> Ongoing</p> <p><b>Intended Impact:</b> To organize lesson planning and delivery of instruction by grade-level.</p>

	These plans will be easily accessible by all educators in the building for planning purposes.
September 2020 - December 2020	<b>Action 8: <u>Review</u></b> of Virtual Lesson Plans <b>Responsible:</b> School leader and ASF <b>Participants:</b> All classroom teachers <b>Frequency:</b> Ongoing <b>Intended Impact:</b> Consistently monitor the lesson plan templates for alignment and pacing of modules.
August - September 2020	<b>Action 9: <u>Creation</u></b> Virtual Learning Walk Tool <b>Responsible:</b> PLC, district leaders, school leader and ASF <b>Participants:</b> All teachers <b>Frequency:</b> One Time <b>Intended Impact:</b> To organize a systematic way to analyze the happenings in classrooms connected to the Foundational Five within a virtual learning and teaching environment.
September 2020 - December 2020	<b>Action 10: <u>Complete</u></b> Virtual Learning Walk Tool <b>Responsible:</b> School leader and ASF <b>Participants:</b> All teachers <b>Frequency:</b> Ongoing <b>Intended Impact:</b> To analyze instructional delivery connected to the Foundational Five.
September 2020 - December 2020	<b>Action 11: <u>Review</u></b> of Virtual Learning Walks <b>Responsible:</b> School leader, and ASF <b>Participants:</b> School Leader, ASF, and teachers <b>Frequency:</b> Weekly <b>Intended Impact:</b> To actionalize learning walk data, provide timely feedback to faculty and staff so revisions and refinements focused on instructional practices can be put into action.
September 2020 - December 2020	<b>Action 12: <u>Plan and Schedule</u></b> intervisitations amongst colleagues to observe implementation of established school goals. <b>Responsible:</b> Building leader, ASF, and teachers <b>Participants:</b> Administration and All Teachers <b>Frequency:</b> As needed <b>Intended Impact:</b> To strengthen teacher leadership and increase the quality of instructional delivery of the Foundational Five.
<b>Dates:</b> January - June	<b>Action Plan:</b>
January - June 2021	<b>Action 13: <u>Professional Learning</u></b> focused on the functionality of technology used for remote/hybrid learning. <b>Responsible:</b> District, school leader, ASF, consultant <b>Participants:</b> Faculty and staff <b>Frequency:</b> Differentiated by levels of faculty and staff use - ongoing. <b>Intended Impact:</b> To deepen the understanding of how each tool
January - June 2021	<b>Action 14: <u>Professional Learning</u></b> focused on remote/hybrid instructional strategies that support The Foundational Five - High Quality, Student Centered Learning for every student. <b>Responsible:</b> School leader, ASF, PLC Associates <b>Participants:</b> Faculty and staff <b>Frequency:</b> Monthly <b>Intended Impact:</b> To deepen faculty understanding and use of district technology tools

	applied to The Foundational Five - High Quality, Student Centered within remote and hybrid environments.
January 2021	<b>Action 15: <u>Re-evaluation</u></b> of Virtual Lesson Plans <b>Responsible:</b> School leader and ASF <b>Participants:</b> All classroom teachers <b>Frequency:</b> Ongoing <b>Intended Impact:</b> <b>Mid-year review</b> to ensure the lesson plan templates accurately reflect the high-quality instructional practices.
January - June 2021	<b>Action 16: <u>Review</u></b> of Virtual Lesson Plans <b>Responsible:</b> School leader and ASF <b>Participants:</b> All classroom teachers <b>Frequency:</b> Ongoing <b>Intended Impact:</b> Consistently monitor the lesson plan templates for alignment and pacing of modules.
January - June 2021	<b>Action 17: <u>Complete</u></b> Virtual Learning Walk Tool <b>Responsible:</b> School leader and ASF <b>Participants:</b> All teachers <b>Frequency:</b> Ongoing <b>Intended Impact:</b> To analyze instructional delivery connected to the Foundational Five.
January - June 2021	<b>Action 18: <u>Review</u></b> of Virtual Learning Walks <b>Responsible:</b> School leader, and ASF <b>Participants:</b> School leader, ASF, and teachers <b>Frequency:</b> Weekly <b>Intended Impact:</b> To actionalize learning walk data, provide timely feedback to faculty and staff so revisions and refinements focused on instructional practices can be put into action.
January - June 2021	<b>Action 19: <u>Plan and Schedule</u></b> intervisitations amongst colleagues to observe implementation of established school goals. <b>Responsible:</b> Building Leader, ASF, and Teachers <b>Participants:</b> Administration and All Teachers <b>Frequency:</b> As needed <b>Intended Impact:</b> To strengthen teacher leadership and increase the quality of instructional delivery of the Foundational Five.

**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	

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

By June 2021, 100% of teachers will use multiple communication strategies and tools 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	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)
<p>Organizational Data</p> <p>PLC - 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></p> <p>PLC - 40% Attendance for PTA Meetings either in person or virtually to gain more knowledge about school happenings.</p> <p>Staff Survey Question</p> <p>Student Survey Question</p> <p>Family Survey Question</p>	<p>Organizational Data</p> <p>PLC - 85% 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></p> <p>PLC - 55% Attendance for PTA Meetings either in person or virtually to gain more knowledge about school happenings.</p> <p>Staff Survey Question</p> <p>Student Survey Question</p> <p>Family Survey Question</p>	<p>Organizational Data</p> <p>PLC - 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></p> <p>PLC - 55% Attendance for PTA Meetings either in person or virtually to gain more knowledge about school happenings.</p> <p>Staff Survey Question</p> <p>Student Survey Question</p> <p>Family Survey Question</p>	<p>Organizational Data</p> <p>PLC - 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.)</i></p> <p>PLC - 85% Attendance for PTA Meetings either in person or virtually to gain more knowledge about school happenings.</p> <p>Staff Survey Question</p> <p>Student Survey Question</p> <p>Family Survey Question</p>
Other	Other	Other	Other

**Action Plans:**

Dates:	Action Plan:
August - December	
August 2020	<p><b>Action 1A: <u>Design</u></b> "Family Guidance and Support" Learning Sessions for Remote Learning</p> <p><b>Responsible:</b> School leader and ASF</p> <p><b>Participants:</b> School leader, ASF and SLT</p> <p><b>Frequency:</b> Two times</p> <p><b>Intended Impact:</b> To develop a plan to help ensure all families understand how to</p>

	facilitate home learning ( <b>structure</b> ), how to assist their child during flexible home learning ( <b>assistance</b> ), and how to effectively communicate with school staff ( <b>communication</b> )
August 2020	<p><b>Action 2A: <i>Educate and Create</i></b> - Educate the staff at the opening faculty meeting by highlighting the expectations and structures for remote or hybrid learning- <i>with a focus on communication</i>. (digital tools including: Class Link, Schoology, Class DoJo, Remind, Google Classroom, Google Meet, Google Apps for Ed) and <i>create</i> a broad template for weekly progress reports to be sent to parents.</p> <p><b>Responsible:</b> School leader and ASF</p> <p><b>Participants:</b> All faculty and staff</p> <p><b>Frequency:</b> Two times</p> <p><b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>● To educate teachers on the different platforms and how they lend themselves to communication with parents and students.</li> <li>● To begin conversations on what items warrant communication with families and how teachers will track it month to month.</li> <li>● Make communication with parents succinct, pertinent and informative, with actionable feedback.</li> </ul>
September 2020	<p><b>Action 1B: <i>Deliver</i></b> “Family Guidance and Support” Learning Sessions for Remote Learning</p> <p><b>Responsible:</b> School leader, ASF, SLT</p> <p><b>Participants:</b> School leader, ASF, SLT and teaching staff</p> <p><b>Frequency:</b> Two to three times</p> <p><b>Intended Impact:</b> 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.</p>
September-October 2020	<p><b>Action 1C: <i>Collect Baseline Data</i></b> on attendance during PTA meetings and the family communication with teachers and school staff.</p> <p><b>Responsible:</b> School leader, ASF, SLT,</p> <p><b>Participants:</b> School leader, ASF, SLT and PTA members</p> <p><b>Frequency:</b> Bi-weekly (PTA meetings)</p> <p><b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● To assess the need of different PTA options (venues, times, languages)</li> </ul>
September-October 2020	<p><b>Action 2B: <i>Assess and Monitor</i></b> the frequency and content of communication happening between families and teaching staff through data collection in Remind and other communication platforms.</p> <p><b>Responsible:</b> School leader and ASF</p> <p><b>Participants:</b> All faculty and staff</p> <p><b>Frequency:</b> Bi-weekly</p> <p><b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>● To create a baseline by which we will compare and address changes needed to communicate with families.</li> <li>● To give teachers specific feedback on the quality of communication with families</li> </ul>
November-December	<p><b>Action 1D: <i>Discuss</i></b>- Continue discussions during PTA meetings around the three major components (structure, assistance &amp; communication)- Facilitate discussions around</p>

2020	<p>specific parent scenarios with which they need assistance.</p> <p><b>Responsible:</b> School leader, ASF, SLT,  <b>Participants:</b> School leader, ASF, SLT and PTA members  <b>Frequency:</b> Bi-weekly (PTA meetings)  <b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>● to help ensure all families understand how to facilitate home learning (<b>structure</b>), how to assist their child during flexible home learning (<b>assistance</b>), and how to effectively communicate with school staff (<b>communication</b>)</li> <li>● To assess the need of different PTA options (venues, times, languages)</li> </ul>
November-December 2020	<p><b>Action 2C: <i>Reevaluate</i></b> the frequency and content of communication happening between families and teaching staff through data provided in the Remind platform, as well as with a family survey</p> <p><b>Responsible:</b> School leader and ASF  <b>Participants:</b> All faculty and staff  <b>Frequency:</b> Bi-weekly  <b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>● To ensure that communication with families is succinct, pertinent and informative, with actionable feedback.</li> <li>● To improve the ongoing communication between families using specific feedback from them.</li> </ul>
<b>Dates:</b> January - June	<b>Action Plan:</b>
January-March 2021	<p><b>Action 1E: <i>Reevaluate</i></b>- Continue discussions during PTA meetings around the three major components (structure, assistance &amp; communication)- Facilitate discussions around specific parent scenarios with which they need assistance.</p> <p><b>Responsible:</b> School Leader, ASF, SLT,  <b>Participants:</b> School leader, ASF, SLT and PTA members  <b>Frequency:</b> Bi-weekly (PTA meetings)  <b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>● to help ensure all families understand <u>how to facilitate home learning (<b>structure</b>)</u>, <u>how to assist their child during flexible home learning (<b>assistance</b>)</u>, and <u>how to effectively communicate with school staff (<b>communication</b>)</u></li> <li>● To assess the need of different PTA options (venues, times, languages)</li> </ul>
January-March 2021	<p><b>Action 2D: <i>Restructure and Set Goals</i></b> using a variety of specific feedback from stakeholders with a view towards the 2021-2022 school year.</p> <p><b>Responsible:</b> School leader and ASF  <b>Participants:</b> All faculty and staff  <b>Frequency:</b> One time  <b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>● To ensure that communication with families is succinct, pertinent and informative, with actionable feedback.</li> <li>● To improve the ongoing communication between families using specific feedback from all stakeholders.</li> </ul>
April-June 2021	<p><b>Action 1F: <i>Set Goals</i></b>- Continue discussions during PTA meetings around the three major components (structure, assistance &amp; communication)- Facilitate discussions around specific parent scenarios with which they need assistance with a view towards the 2021-2022 school year.</p>

	<p><b>Responsible:</b> School Leader, ASF, SLT,  <b>Participants:</b> School leader, ASF, SLT and PTA members  <b>Frequency:</b> Bi-weekly (PTA meetings)  <b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>● to help ensure all families understand how to facilitate home learning <b>(structure)</b>, how to assist their child during flexible home learning <b>(assistance)</b>, and how to effectively communicate with school staff <b>(communication)</b></li> <li>● To build sustainability in our school PTA and in the ability of our community families to be resourceful and supportive of our students.</li> </ul>
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**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)

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#### 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:**

<b>Dates:</b> August - December	<b>Action Plan:</b>
	<b>Action:</b> <b>Responsible:</b> <b>Participants:</b> <b>Frequency:</b> <b>Intended Impact:</b>
<b>Dates:</b> January - June	<b>Action Plan:</b>
	<b>Action:</b> <b>Responsible:</b> <b>Participants:</b> <b>Frequency:</b> <b>Intended Impact:</b>

**Progress Monitoring: Plan Implementation**

<b>Quarter</b>	<b>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.</b>
1	
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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):
By June 2021, 100% of professional staff will strategically use the cycle of inquiry to leverage multiple data sets to modify instructional delivery 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 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	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:**

<b>Dates:</b> August - December	<b>Action Plan:</b>
August 2020	<p><b>Action 1: <i>Identify and Schedule</i></b> the 4 Cycles of STAR Assessment for the school year of 2020-2021</p> <p><b>Responsible:</b> School leader, ASF, teachers and staff</p> <p><b>Participants:</b> School leader, ASF, teachers and staff</p> <p><b>Frequency:</b> One Time</p> <p><b>Intended Impact:</b> To calendar our analysis of the STAR Cycle Data for PLC Planning Purposes.</p>
September - October 2020	<p><b>Action 2: <i>Identify and Schedule</i></b> the Module Assessments that will be analyzed throughout the year.</p> <p><b>Responsible:</b> School leader, ASF, teachers and staff</p> <p><b>Participants:</b> School leader, ASF, teachers and staff</p> <p><b>Frequency:</b> One Time</p> <p><b>Intended Impact:</b> To calendar our analysis of the Module Assessments.</p>
September - October 2020	<p><b>Action 3: <i>Identify and Schedule</i></b> the common (exit slip) formative data to analyze throughout the year in ELA and Math modules.</p> <p><b>Responsible:</b> School leader, ASF, teachers and staff</p> <p><b>Participants:</b> School leader, ASF, teachers and staff</p> <p><b>Frequency:</b> One Time</p> <p><b>Intended Impact:</b> To calendar our analysis of the common formative assessments (exit slips) for the year.</p>
Late September - December	<p><b>Action 4: <i>Provide Professional Learning</i></b> focused on the implementation of data-driven differentiated instruction in a virtual or hybrid environment.</p> <p><b>Responsible:</b> ASF, PLC Associates</p> <p><b>Participants:</b> School leaders, teachers</p> <p><b>Frequency:</b> Last two weeks of September - October bi-weekly, December monthly</p> <p><b>Intended Impact:</b> Teachers to strengthen their instructional practice to meet the needs of all students, regardless of the teaching and learning environment.</p>

Late September - December	<p><b>Action 5: <i>Provide Professional Learning</i></b> focused on the Cycles of Continuous Improvement to inform differentiated instruction.</p> <p><b>Responsible:</b> ASF, PLC Associates</p> <p><b>Participants:</b> Teachers</p> <p><b>Frequency:</b> Initial training and ongoing follow-up as needed within Professional Learning Communities.</p> <p><b>Intended Impact:</b> Teachers will understand the structures of how to effectively use cycles of continuous improvement to impact student achievement within their Professional Learning Communities.</p>
October - December 2020	<p><b>Action 6: <i>Provide Professional Learning</i></b> around facilitating student conversations about data and self-reflection in a virtual or hybrid environment.</p> <p><b>Responsible:</b> School leaders, PLC Associates</p> <p><b>Participants:</b> Teachers</p> <p><b>Frequency:</b> October - November bi-weekly, December monthly</p> <p><b>Intended Impact:</b> Provide opportunities for student ownership of learning, regardless of the learning environment.</p>
October - December 2020	<p><b>Action 7: <i>Develop</i></b> strategies for student-led data conversations and student self-reflection to set quarterly goals in a virtual or hybrid environment.</p> <p><b>Responsible:</b> Teachers, school leaders, possible PLC Associates</p> <p><b>Participants:</b> Teachers</p> <p><b>Frequency:</b> Three to four sessions</p> <p><b>Intended Impact:</b> Provide strategies for students to reflect on their growth, set goals and monitor their progress in multiple learning environments.</p>
September - December 2020	<p><b>Action 8: <i>Implement</i></b> Cycles of Continuous Improvement in weekly PLC teams to:</p> <ul style="list-style-type: none"> <li>● analyze data from common assessments</li> <li>● set goals</li> <li>● implement research-based instructional strategies to address areas of need, participate in interclass visits</li> <li>● evaluate progress towards goals.</li> </ul> <p><b>Responsible:</b> School leader, ASF, teachers</p> <p><b>Participants:</b> Teachers</p> <p><b>Frequency:</b> Weekly</p> <p><b>Intended Impact:</b> Student growth and higher levels of proficiency for all students, especially ELLs and students with disabilities.</p>
October - December 2020	<p><b>Action 9:</b> PLC Teams will <b><i>Participate</i></b> in interclass visits as part of the Cycles of Continuous Improvement.</p> <p><b>Responsible:</b> School leader, ASF, teachers</p> <p><b>Participants:</b> Teachers</p> <p><b>Frequency:</b> One team per week (6-week rotation cycle)</p> <p><b>Intended Impact:</b> Student growth and higher levels of proficiency for all students, especially ELLs and students with disabilities.</p>
October - December 2020	<p><b>Action 10: <i>Implement and Facilitate</i></b> student data conversations and self-reflection.</p> <p><b>Responsible:</b> Teachers, school leaders</p> <p><b>Participants:</b> Teachers and Students</p> <p><b>Frequency:</b> Quarterly</p> <p><b>Intended Impact:</b> Provide opportunities for student ownership of learning, regardless of the learning environment.</p>
September -	<p><b>Action 11: <i>Implement</i></b> Cycles of Continuous Improvement in weekly PLC teams to:</p>

December 2020	<ul style="list-style-type: none"> <li>● analyze data from common assessments</li> <li>● set goals</li> <li>● implement research-based instructional strategies to address areas of need, participate in interclass visits</li> <li>● evaluate progress towards goals.</li> </ul> <p><b>Responsible:</b> School leader, ASF, teachers  <b>Participants:</b> Teachers  <b>Frequency:</b> Weekly  <b>Intended Impact:</b> Student growth and higher levels of proficiency for all students, especially ELLs and students with disabilities.</p>
October - December 2020	<p><b>Action 12:</b> PLC Teams will <b><i>Participate</i></b> in interclass visits as part of the Cycles of Continuous Improvement.</p> <p><b>Responsible:</b> School leader, ASF, teachers  <b>Participants:</b> Teachers  <b>Frequency:</b> One team per week (6-week rotation cycle)  <b>Intended Impact:</b> Student growth and higher levels of proficiency for all students, especially ELLs and students with disabilities.</p>
September - December 2020	<p><b>Action 13: <i>Implement and Facilitate</i></b> student data conversations and self-reflection.</p> <p><b>Responsible:</b> Teachers, school leaders  <b>Participants:</b> Teachers and Students  <b>Frequency:</b> Quarterly  <b>Intended Impact:</b> Provide opportunities for student ownership of learning, regardless of the learning environment.</p>
<b>Dates:</b> January - June	<b>Action Plan:</b>
January - June 2021	<p><b>Action 14: <i>Provide Professional Learning</i></b> focused on the implementation of data-driven differentiated instruction in a virtual or hybrid environment.</p> <p><b>Responsible:</b> ASF, PLC Associates  <b>Participants:</b> School leaders, teachers  <b>Frequency:</b> Monthly  <b>Intended Impact:</b> Teachers to strengthen their instructional practice to meet the needs of all students, regardless of the teaching and learning environment.</p>
January - June 2020	<p><b>Action 15: <i>Provide Professional Learning</i></b> focused on the Cycles of Continuous Improvement to inform differentiated instruction.</p> <p><b>Responsible:</b> ASF, PLC Associates  <b>Participants:</b> Teachers  <b>Frequency:</b> Monthly  <b>Intended Impact:</b> Teachers will understand the structures of how to effectively use cycles of continuous improvement to impact student achievement within their Professional Learning Communities.</p>
January - June 2021	<p><b>Action 16: <i>Provide Professional Learning</i></b> around facilitating student conversations about data and self-reflection in a virtual or hybrid environment.</p> <p><b>Responsible:</b> School leaders, PLC Associates  <b>Participants:</b> Teachers  <b>Frequency:</b> Ongoing as needed  <b>Intended Impact:</b> Provide opportunities for student ownership of learning, regardless of the learning environment.</p>

January - June 2021	<p><b>Action 17: <i>Implement</i></b> Cycles of Continuous Improvement in weekly PLC teams to:</p> <ul style="list-style-type: none"> <li>● analyze data from common assessments</li> <li>● set goals</li> <li>● implement research-based instructional strategies to address areas of need, participate in interclass visits</li> <li>● evaluate progress towards goals.</li> </ul> <p><b>Responsible:</b> School leader, ASF, teachers  <b>Participants:</b> Teachers  <b>Frequency:</b> Weekly  <b>Intended Impact:</b> Student growth and higher levels of proficiency for all students, especially ELLs and students with disabilities.</p>
January - June 2021	<p><b>Action 18:</b> PLC Teams will <b><i>Participate</i></b> in interclass visits as part of the Cycles of Continuous Improvement.</p> <p><b>Responsible:</b> School leader, ASF, teachers  <b>Participants:</b> Teachers  <b>Frequency:</b> One team per week (6-week rotation cycle)  <b>Intended Impact:</b></p>
January - June 2021	<p><b>Action 19: <i>Implement and Facilitate</i></b> student data conversations and self-reflection.</p> <p><b>Responsible:</b> Teachers, school leaders  <b>Participants:</b> Teachers and students  <b>Frequency:</b> Quarterly  <b>Intended Impact:</b> Provide opportunities for student ownership of learning, regardless of the learning environment.</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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