

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:	Fleetwood Elementary School	Principal	Carolyn Fields
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School Leadership Team	
Name	Title/Organization
Carolyn Fields	Principal
Laura DeSimone	ASF
Jason Zweig	PE Teacher
Maritza Mendoza	Third Grade Bilingual Teacher
Joanne Louis	Reading Teacher - DAC
Carla Iarocci	Reading Teacher
Robin Lubatkin	Third Grade Teacher
Peggy Sall	Family Resource Coordinator

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:**
- A plan for how to embed within instruction and learning the student expectations and structures for remote and hybrid learning.
 - 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:

- Continue to address chronic absenteeism and improve parent/caregiver awareness of how absenteeism negatively affects student achievement and social emotional learning and connection with school.
 - Continue to address and use systems that improves the school's capabilities to provide Tier 2 and 3 supports for students who are chronically absent.
- 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 professional development on and implementation of key areas: student engagement strategies, unpacking learning targets, Webb's Depth of Knowledge, Differentiation models, and Question Formulation Techniques.
- Continue to build a Data Driven Culture by providing professional learning focused on professional learning communities and data-driven instruction.
- Identify power standards. 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 Plan:

Dates: August - December	Action Plan:
August 2020	<p>Action 1: Design presentation and plan for staff expectations and structures for remote and hybrid learning Responsible: School leader and ASF Participants: School leader, ASF and SLT Frequency: One time 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 (includes daily schedule and “how we learn at home”) for remote and hybrid learning. Responsible: District followed-up by school leader, ASF, teaching faculty, support staff Participants: Students Frequency: Initial build (August) and then review with faculty to finalize (September 8 and 9) 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 and ASF 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: Building leader and ASF 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, ASF, 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, ASF, PLC Associates, district Instructional Technology Coach Participants: School leader, ASF, 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 2020</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, ASF, 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, ASF, faculty and staff Frequency: Three 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, ASF, 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: Principal, ASF</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 and ASF</p> <p>Participants: School leader, ASF, 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</p>

	effective instructional technology practices for remote and hybrid instruction and learning.
September – December 2020	<p>Action 14: Share learning walk data with staff to celebrate successes and determine future needs.</p> <p>Responsible: School leader and ASF</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>
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.)</p> <p>Responsible: School leader, ASF, PLC Associates, district Instructional Technology Coach</p> <p>Participants: School leader, ASF, faculty and staff</p> <p>Frequency: One time monthly</p> <p>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.)</p> <p>Responsible: School leader, ASF, PLC Associates</p> <p>Participants: Faculty and staff</p> <p>Frequency: One time monthly</p> <p>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.</p> <p>Responsible: School leader, ASF, 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>
January - June 2021	<p>Action 18: Implement five schoolwide protocols for student engagement.</p> <p>Responsible: School leaders, Train the Trainer Team and teachers, PLC Associates</p> <p>Participants: Teachers</p> <p>Frequency: Quarterly (two protocols Quarter 1, then one additional protocol per remaining Quarter)</p> <p>Intended Impact: To increase teachers' ability to design instruction that explicitly uses student engagement strategies.</p>
January – June 2021	<p>Action 19: 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 Participants: School leader, ASF Frequency: Per calendar with PLC Associates (Leveraged Leadership) 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.</p>
January – June 2021	<p>Action 20: Teaching staff will implement the effective instructional practices (Foundational Five) in their daily practice. Responsible: Teaching staff Participants: Teaching staff Frequency: Daily 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 21: 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.) Responsible: Teaching staff Participants: Teaching staff Frequency: Daily 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 22: 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. Responsible: School leader Participants: School leader and teaching staff Frequency: Conducted 5x/day with immediate feedback- follow the district 5/20/80 (day/week/month) expectation 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 23: Share learning walk data with staff to celebrate successes and determine future needs. Responsible: School leader and ASF 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>

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):
G#1: 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) connections.
G#2: By June 2021, the school's chronic absenteeism rate will decrease by 10% as measured by average daily attendance rate by student.

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 in-school	91% Attendance in-school	93% Attendance in-school	95% Attendance in-school
75% Attendance remote learning	78% Attendance remote learning	81% Attendance remote learning	85% Attendance 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	Action 1: Design “Family Guidance and Support” Learning Sessions for Remote Learning Responsible: School leader and ASF Participants: School leader, ASF and School Leadership Team (SLT) Frequency: One time 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.
G1	
August 2020	Action 2: Create a norming process for virtual meeting protocol when working with families/parents and embed within the “Family Guidance and Support Sessions.” Responsible: School leader, ASF, teaching faculty, SEL team, Family Resource
G1	

	<p>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>
<p>August – December 2020</p> <p>G1</p>	<p>Action 3: Create and conduct virtual sessions including Back to School Night, Parent Workshops and Parent-Teacher Conferences.</p> <p>Responsible: Building leader, ASF, FRC, all staff, district support and district Instructional Technology Coach</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>
<p>September 2020</p> <p>G1</p>	<p>Action 4: Conduct the Family Guidance and Support Baseline Survey</p> <p>Responsible: District supported survey (PLC Associates), and School leader, ASF, Social-Emotional Learning (SEL) team, Family Resource Coordinator (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>
<p>September 2020</p> <p>G1</p>	<p>Action 5: 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, ASF, 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>
<p>September 2020</p> <p>G2</p>	<p>Action 6: School leaders will identify staff to serve as members of the attendance committee and develop protocols and expectations for this committee.</p> <p>Responsible: School leaders</p> <p>Participants: School leaders, staff, SLT committee</p> <p>Frequency: One time</p> <p>Intended Impact: To determine members of the attendance committee.</p>
<p>September 2020</p> <p>G1</p>	<p>Action 7: Deliver “Family Guidance and Support” Learning Sessions for Remote Learning</p> <p>Responsible: School leader, ASF, SLT, FRC</p> <p>Participants: Parents and families</p> <p>Frequency: One time per week throughout the month of September</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>
<p>September – December 2020</p> <p>G2</p>	<p>Action 8: School leaders will review 2019-20 attendance data to develop 2 lists:</p> <ul style="list-style-type: none"> ● Target students who missed between 14 and 17 days in 2019-2020 school year. These students will be given Tier 2 supports in the first half of the year. ● Returning students who were chronically absent in 2019-20. These students will

	<p>be given Tier 3 supports (1:1 attendance mentor).</p> <p>Responsible: School leaders, attendance mentors (teachers)</p> <p>Participants: Students, teachers</p> <p>Frequency: Daily</p> <p>Intended Impact: Decrease chronic absenteeism by improving students' perception of school and forming relationships with adults in school.</p>
September – December 2020 G2	<p>Action 9: School leaders will work toward developing Tier 2 and 3 supports.</p> <ul style="list-style-type: none"> • Tier 3 supports: involves identifying staff who are willing to serve as mentors for students and developing expectations for the role of mentor. • Tier 2 supports: involves communicating to the assigned teacher that the child is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance. <p>Responsible: School leaders, teachers</p> <p>Participants: Students and teachers</p> <p>Frequency: Daily</p> <p>Intended Impact: Decrease chronic absenteeism by improving students' perception of school and forming relationships with adults in school.</p>
September - October 2020 G2	<p>Action 10: Collect baseline data on attendance during meetings and the family communication with teachers and school staff.</p> <p>Responsible: School leader, ASF, SLT, FRC</p> <p>Participants: School leader, ASF, 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 G2	<p>Action 11: School leaders will send digital communication to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will create a bulletin board to display in the school and digitally (school website) emphasizing the importance of regular school attendance.</p> <p>Responsible: School leaders</p> <p>Participants: School leaders, staff, SLT committee</p> <p>Frequency: Letters are sent at beginning of school year and quarterly.</p> <p>Intended Impact: To inform parents and students of the impact absenteeism has on learning and social-emotional development.</p>
September – December 2020 G2	<p>Action 12: Staff mentors will meet daily with student mentees receiving Tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. Staff will call the home of each student who is not in attendance each day. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.</p> <p>Responsible: School leader and ASF designates Tier level (Attendance Secretary runs reports)</p> <p>Participants: Faculty</p> <p>Frequency: Daily</p> <p>Intended Impact: To celebrate attendance and encourage continued, consistent attendance.</p>

September – December 2020 G2	<p>Action 13: A phone call or other preferred communication method is made to the parent or caretaker to inform of absence (when student has been absent three days or more, in a row).</p> <p>Responsible: Attendance Secretary (as assigned by school leader)</p> <p>Participants: Attendance Secretary</p> <p>Frequency: Daily</p> <p>Intended Impact: To inform parent of student absence and the impact absenteeism has on learning and social-emotional development</p>
September – December 2020 G1	<p>Action 14: Create and conduct virtual sessions to teach the various digital tools to parents and families.</p> <p>Responsible: District Instructional Technology Coach, with support from 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 15: Create and provide a bank of resources to support parent access to various remote learning platforms.</p> <p>Responsible: District support and district Instructional Technology Coach with support from school leaders FRC, School Leadership Team, Library Media Specialist</p> <p>Participants: School community</p> <p>Frequency: Updated once 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>
September - October 2020 G1 & G2	<p>Action 16: The SEL committee will create a Google folder of resources for students and teachers and conduct school-wide systems and programs for students aligned to SEL as measured by academic/behavioral referrals.</p> <p>Responsible: SEL Team members and classroom teachers</p> <p>Participants: Classroom teachers and students</p> <p>Frequency: At least once - adding to the folder as needed</p> <p>Intended Impact: To decrease behavioral referrals and increase</p>
October – December 2020 G1	<p>Action 17: 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, ASF</p> <p>Participants: School leader, ASF</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>
Dates: January - June	Action Plan:
January – June 2021 G1	<p>Action 18: Create and conduct virtual sessions including Parent Workshops and Parent-Teacher Conferences.</p> <p>Responsible: School leader, ASF, FRC, all staff, district support and district Instructional Technology Coach</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 G2	<p>Action 19: School leaders will review current attendance data to develop Tier 2 and Tier 3 lists.</p> <p>Responsible: School leaders, attendance mentors (teachers)</p> <p>Participants: Students, teachers</p> <p>Frequency: Daily</p> <p>Intended Impact: Decrease chronic absenteeism by improving students’ perception of school and forming relationships with adults in school.</p>
January – June 2021 G2	<p>Action 20: School leaders will assign staff to implement Tier 2 and 3 supports.</p> <p>Responsible: School leaders, teachers</p> <p>Participants: Students and teachers</p> <p>Frequency: Daily</p> <p>Intended Impact: Decrease chronic absenteeism by improving students’ perception of school and forming relationships with adults in school.</p>
January – June 2021 G2	<p>Action 21: School leaders will send digital communication to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will create a bulletin board to display in the school emphasizing the importance of regular school attendance.</p> <p>Responsible: School leaders</p> <p>Participants: School leaders, staff, SLT committee</p> <p>Frequency: Letters are sent at beginning of school year and quarterly.</p> <p>Intended Impact: To inform parents and students of the impact absenteeism has on learning and social-emotional development.</p>
January – June 2021 G2	<p>Action 22: Staff mentors will meet daily with student mentees receiving Tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. Staff will call the home of each student who is not in attendance each day. The principal will emphasize the importance of regular school attendance in the monthly parent newsletter.</p> <p>Responsible: School leader and ASF designates Tier level (Attendance Secretary runs reports)</p> <p>Participants: Faculty</p> <p>Frequency: Daily</p> <p>Intended Impact: To celebrate attendance and encourage continued, consistent attendance.</p>
January – June 2021 G2	<p>Action 23: A phone call or other preferred communication method is made to the parent or caretaker to inform of absence (when student has been absent three days or more, in a row).</p> <p>Responsible: Attendance Secretary (as assigned by school leader)</p> <p>Participants: Attendance Secretary</p> <p>Frequency: Daily</p> <p>Intended Impact: To inform parent of student absence and the impact absenteeism has on learning and social-emotional development.</p>
January – June 2021	<p>Action 24: Create and conduct virtual sessions to teach the various digital tools to parents and families.</p>

G1	<p>Responsible: District and district Instructional Technology Coach with support from School leader, School Leadership Team,</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 25: Maintain a bank of resources to support parent access to various remote learning platforms.</p> <p>Responsible: District support and district Instructional Technology Coach with support from school leader, FRC, School Leadership Team, 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 G1	<p>Action 26: 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, ASF, FRC</p> <p>Participants: School leader, ASF, FRC</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>
May 2021 G1	<p>Action 27: Conduct the Family Guidance and Support Exit Survey</p> <p>Responsible: District Supported Survey (PLC Associates), and school leader, ASF, Social-Emotional Learning (SEL) team, Family Resource Coordinator (FRC)</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)

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Goal (Specific, Measurable, Attainable, Relevant, and Timely):
G#1: By June 2021, 80% of students will demonstrate 1 month of growth per 1 month of instruction as measured by STAR ELA assessments.
G#2: By June 2021, 80% of students will demonstrate 1 month of growth per 1 month of instruction as measured by STAR Math assessments.
G#3: 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 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: 95% Attendance at PD offerings 80% of PLC teams use and complete the PLC Planning and Data Tool Note Catcher	Other: 98% 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:	Action Plan:
August - December	
September 2020 G3	Action 1: Review the Professional Learning Communities (PLC) Planning and Data Tool Note Catcher and determine the norms of each team. Responsible: School leader and ASF Participants: All staff Frequency: Once Intended Impact: To ensure that teachers follow their norms and utilize the Tool and Note Catcher as per the Data-Cycle Protocols.
September - December 2020 G1	Action 2: Conduct STAR ELA Assessments Responsible: School leader, ASF, teachers Participants: Students Frequency: Quarterly based on district assessment calendar Intended Impact: To collect data that is used for Data-Driven process.
September - December 2020 G2	Action3: Conduct STAR Math Assessments Responsible: School leader, ASF, teachers Participants: Students Frequency: Quarterly based on district assessment calendar Intended Impact: To collect data that is used for Data-Driven process.
September – December 2020 G1, G2 & G3	Action 4: Staff development provided on the process of Data-Driven Instruction which supports the school’s Professional Learning Community (PLC) process. Responsible: Leadership team, coaches, PLC Associates Participants: Coaches, grade-level teams

	<p>Frequency: One time 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 G3	<p>Action 5: Continue professional development on student engagement strategies from 2019-20.</p> <p>Responsible: School leaders, Train the Trainer Team and teachers, PLC Associates</p> <p>Participants: Teachers</p> <p>Frequency: One time per month (September to December)</p> <p>Intended Impact: To increase teachers' ability to design instruction that explicitly uses student engagement strategies and focus on choosing the five schoolwide protocols for student engagement and how these transfer to remote learning.</p>
September- November 2020 G3	<p>Action 6: Create and deliver Unpacking Learning Targets PD by reviewing the Learning Target Attributes Rubric.</p> <p>Responsible: School leaders, PLC Associates</p> <p>Participants: Teachers</p> <p>Frequency: One PD session and follow-up as needed</p> <p>Intended Impact: To create and unpack strong learning targets to guide instruction that develops student ownership of the learning target</p>
September – December 2020 G3	<p>Action 7: Create and deliver professional development on the Webb's Depth of Knowledge and Higher Order Thinking Skills and Bloom's Taxonomy.</p> <p>Responsible: School leaders, PLC Associates</p> <p>Participants: Teachers</p> <p>Frequency: Quarterly in PLCs and faculty meetings</p> <p>Intended Impact: To increase teachers' ability to design instruction that includes Higher Order Thinking strategies.</p>
September – December 2020 G3	<p>Action 8: Design and deliver professional development around the Question Formulation Technique.</p> <p>Responsible: School leaders and teachers, R- Bern</p> <p>Participants: Teachers</p> <p>Frequency: Quarterly</p> <p>Intended Impact: To increase the quality level of questioning and discussion techniques for our school subgroups specifically ENL students.</p>
September – December 2020 G3	<p>Action 9: Develop and deliver professional development on various Differentiation methods.</p> <p>Responsible: School leaders, Train the Trainer Team and teachers, PLC Associates</p> <p>Participants: Teachers</p> <p>Frequency: Quarterly</p> <p>Intended Impact: To increase differentiation methods utilized in classroom instruction.</p>
September - December 2020 G1, G2 & G3	<p>Action 10: 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 that were implemented with students the previous year in ELA and Math.</p> <p>Responsible: School leader, ASF, consultant</p> <p>Participants: Grade-level classroom teachers and support staff</p> <p>Frequency: One time per month (September to December)</p> <p>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 –	<p>Action 11: Grade-level teams will collaborate to discuss power standards, unfinished</p>

November 2020 G1, G2 & G3	learning, and key strategies that were implemented with students the previous year in ELA and Math. Responsible: School leader, ASF, and grade-level teams Participants: Grade-level classroom teachers and support staff Frequency: One time 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.
September – December 2020 G1 & G2	Action 12: Teams meet, use data protocols, and report out data-informed interventions using PLC Agenda Minutes and Data Tool Note Catcher. Responsible: Faculty PLC teams Frequency: One time 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.
September – December 2020 G1 & G2	Action 13: After each STAR cycle, school leaders meet with each teacher to review current data and trends for each student. Responsible: School leaders Participants: Grade level teams Frequency: One time per Quarter per team Intended Impact: To ensure that data driven instruction is being used effectively to plan for interventions for students which include both remediation and enrichment.
Dates/Goals: January - June	Action Plan:
January 2021 G3	Action 14: Create a mid-year PLC Survey (also used at End-of-Year) Responsible: School leader, ASF and created by PLC Associates consultant. Participants: School leader, ASF and created by PLC Associates consultant. 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.
January 2021 G3	Action 15: Conduct mid-year PLC Survey Responsible: School leader, ASF and created by PLC Associates consultant. Participants: Faculty PLC teams Frequency: Once Intended Impact: To provide faculty the opportunity to share their perceptions of the PLC process.
January 2021 G3	Action 16: Review mid-year PLC Survey Responsible: School leader, ASF and created by PLC Associates consultant. Participants: School leader and ASF with faculty Frequency: Once Intended Impact: To analyze and reflect on the PLC process and discuss improvements on how to improve the process and supports.
January – June 2021 G1	Action 17: Conduct STAR ELA Assessments Responsible: School leader, ASF, teachers Participants: students Frequency: Quarterly based on district assessment calendar Intended Impact: To collect data that is used for Data-Driven process.
January – June	Action 18: Conduct STAR Math Assessments

2021 G2	<p>Responsible: School leader, ASF, teachers</p> <p>Participants: Students</p> <p>Frequency: Quarterly based on district assessment calendar</p> <p>Intended Impact: To collect data that is used for Data-Driven process.</p>
January 2021 G3	<p>Action 19: Implement School-wide Five student engagement strategy</p> <p>Responsible: School leaders, Train the Trainer Team and teachers, PLC Associates</p> <p>Participants: Teachers</p> <p>Frequency: Once</p> <p>Intended Impact: To have teachers plan for and design learning that explicitly uses student engagement strategies resulting in increased students' engagement in learning.</p>
January – June 2021 G1 & G2	<p>Action 20: 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</p> <p>Frequency: One time per week.</p> <p>Participants: Faculty PLC Teams</p> <p>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 G1 and G2	<p>Action 21: After each STAR Cycle, school leaders meet with each teacher to review current data and trends for each student.</p> <p>Responsible: School leaders</p> <p>Participants: Grade level teams</p> <p>Frequency: One time per Quarter per team</p> <p>Intended Impact: To ensure that data driven instruction is being used effectively to plan for interventions for students which include both remediation and enrichment.</p>
January – June 2021 G3	<p>Action 22: Create and deliver professional development on the Webb's Depth of Knowledge and Higher Order Thinking Skills and Bloom's Taxonomy.</p> <p>Responsible: School leaders, PLC Associates</p> <p>Participants: Teachers</p> <p>Frequency: Quarterly in PLC's and faculty meetings</p> <p>Intended Impact: To increase teachers' ability to design instruction that includes Higher Order Thinking strategies.</p>
January – June 2021 G3	<p>Action 23: Design and deliver professional development around the Question Formulation Technique.</p> <p>Responsible: School leaders and teachers, R- Bern</p> <p>Participants: Teachers</p> <p>Frequency: Quarterly</p> <p>Intended Impact: To increase the quality level of questioning and discussion techniques for our school subgroups specifically ENL students.</p>
January – June 2021 G3	<p>Action 24: Develop and deliver professional development on various Differentiation methods.</p> <p>Responsible: School leaders, Train the Trainer Team and teachers, PLC Associates</p> <p>Participants: Teachers</p> <p>Frequency: Quarterly</p> <p>Intended Impact: To increase differentiation methods utilized in classroom instruction.</p>
May 2021 G3	<p>Action 25: Conduct End-of-Year PLC Survey</p> <p>Responsible: School leader, ASF and created by PLC Associates consultant.</p> <p>Participants: Faculty PLC Teams</p> <p>Frequency: Once</p>

	Intended Impact: To provide faculty the opportunity to share their perceptions of the PLC process.
May 2021 G3	Action 26: Review End-of-Year PLC Survey Responsible: School leader, ASF and created by PLC Associates consultant. Participants: School leader and ASF with faculty Frequency: Once Intended Impact: To analyze and reflect on the PLC process and discuss improvements on how to improve the process and supports.

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:
	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:
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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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