

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:	Summit Park School	Principal	Kim A. Hewlett
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School Leadership Team	
Name	Title/Organization
Richard Bernstein	Reading Teacher
Marissa Cavellero	Reading Teacher
Sarah Trinchitella	School Psychologist
Joseph McNamara	Resource Room/Special Education
Cynthia Norman	Library Media Specialist
Janet Hamann	ENL Teacher
Johnny Vasquez	ENL Teacher

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 support social and emotional learning with the PBIS school program. How do we move this into a remote learning environment? Want to make sure we update past protocols that address current needs for SEL.
- 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.
- Use multiple-means of communication as well as positive communication with parents and community members. Make sure the school is using all available communication means to reach families.
- 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 establish and use systems that communicate the importance of school attendance and identify and address barriers beyond the capacity of the school that is hindering attendance.

Pillar 3:

- Continue to build a Data-Driven Culture by providing professional learning focused on professional learning communities and data-driven instruction.
- Identify power standards and prioritize learning that supports interventions to address regression as well as ensure content is on grade-level. This will include identifying and planning for the use of key strategies in ELA and Math.
- Focus on interventions and strategies that support the school's sub-groups including Students with Disabilities (SWD) and English Language Learner (ELL).
- 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, differentiation, and second language development strategies 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 teachers proficiently using effective instructional practices as measured by Learning Walk Tool	Other: 95% Attendance at PD offerings 80% of teachers proficiently using effective instructional practices as measured by Learning Walk Tool	Other: 100% Attendance at PD offerings 90% of teachers proficiently using effective instructional practices as measured by Learning Walk Tool	Other: 100% Attendance at PD offerings 100% of teachers proficiently using effective instructional practices as measured by Learning Walk Tool

Action Plans:

Dates: August - December	Action Plan:
August 2020	<p>Action 1: Design presentation and plan for staff expectations and structures for remote and hybrid learning Responsible: School leader Participants: School leader 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 for remote and hybrid learning. Responsible: School leader, SLT, 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>
Day #1 September 2020 Professional Learning Day	<p>Action 3: Present to staff at the opening meeting expectations and structures for remote and hybrid learning. Responsible: School leader Participants: All faculty and staff Frequency: One time, but record session for reinforcement and review. Intended Impact: To ensure all teachers and staff have a common understanding of the expectations and structures of remote and hybrid learning to maintain consistency throughout each of the grade levels during daily instruction and learning.</p>

<p>Day #2 September 2020 Professional Learning Day (9/8/20 - 9/17/20)</p>	<p>Action 4: Review the modifications to the Learning Walk Tool with teachers. Responsible: School leader Participants: All staff Frequency: One time Intended Impact: Teachers will have a deeper understanding of the Walk-Through Tool and the effective instructional practices “look-fors,” such as unpacking learning targets, higher-order thinking skills, engagement strategies, and differentiation.</p>
<p>September – December 2020</p>	<p>Action 5: The school leader will develop a schedule to conduct informal walk-throughs to norm expectations and feedback to teachers. Responsible: School leader Participants: Classroom teachers Frequency: Daily Intended Impact: School leader implements the school’s observation/learning walk plan and provides timely, real-time, evidence-based, actionable feedback to staff that is directly aligned to established criteria, encouraging and supporting staff to take ownership of their practices and decisions, based on student outcomes.</p>
<p>September – October 2020</p>	<p>Action 6: Explicitly plan for and embed within instruction and learning the student expectations and structures for remote and hybrid learning. Practice for this is embedded within instruction and learning. (Includes the elements of PLC Associates Transforming Learning series.) Responsible: School leader, teaching faculty, support staff Participants: Students Frequency: Daily in September and October Intended Impact: To ensure all students have a common understanding of the expectations and structures for both remote and hybrid learning to maintain consistency throughout all grade levels.</p>
<p>September - December 2020</p>	<p>Action 7: Professional Learning focused on the functionality of technology used for remote and hybrid learning. (Supported by ERCS D Instructional Technology Plan and PLC Associates Transforming Learning series.) Responsible: School leader, PLC Associates, district Instructional Technology Coach Participants: School leader, faculty and staff Frequency: September through November bi-weekly, one time in December Intended Impact: To deepen the understanding of how each digital tool works and supports remote and hybrid learning.</p>
<p>September - December 2020</p>	<p>Action 8: Professional Learning focused on remote and hybrid instructional strategies that support The Foundational Five - High Quality, Student-Centered Learning for every student. (Supported by PLC Associates Foundational Five series and Transforming Learning series.) Responsible: School leader, PLC Associates Participants: Faculty and staff Frequency: September through November bi-weekly, one time in December Intended Impact: To deepen faculty understanding of how technology tools support high-quality, student-centered remote instruction.</p>
<p>September - November 2020</p>	<p>Action 9: Professional Learning specifically focused on remote and hybrid feedback from teacher to student, student to student, plus student reflection. (Supported by- PLC Associates: Transforming Learning series.) Responsible: PLC Associates Participants: School leader, faculty and staff</p>

	<p>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>
September – December 2020	<p>Action 10: Professional learning about conducting learning walks in a virtual and hybrid school environment. (Supported by PLC Associates Leveraged Leadership series.)</p> <p>Responsible: District leadership, PLC Associates</p> <p>Participants: School leader</p> <p>Frequency: Per calendar with PLC Associates (Leveraged Leadership)</p> <p>Intended Impact: Improve principal and ASF capacity to provide meaningful and timely feedback to teachers regarding best practices in a virtual and hybrid school environment.</p>
November – December 2020	<p>Action 11: Explicitly plan for and embed within instruction and learning the student expectations and structures for remote and hybrid learning. Practice for this is embedded within instruction and learning. (Includes the elements of PLC Associates Transforming Learning series.)</p> <p>Responsible: School leader, teaching faculty, support staff</p> <p>Participants: Students</p> <p>Frequency: Ongoing as noted from learning walks</p> <p>Intended Impact: To ensure all students have a common understanding of the expectations and structures for both remote and hybrid learning to maintain consistency throughout all grade levels.</p>
September - December 2020	<p>Action 12: 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 13: 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 14: Use the learning walk tool to monitor the implementation of instructional strategies that support The Foundational Five and remote and hybrid instruction and learning, and provide immediate feedback to teachers.</p> <p>Responsible: School leader</p> <p>Participants: School leader and teaching staff</p> <p>Frequency: Conducted 5x/day with immediate feedback- follow the district 5/20/80 (day/week/month) expectation</p> <p>Intended Impact: To help monitor the use of specific strategies and practices, and provide feedback that supports teacher ownership of practice, and deepens the proficiency and understanding of the "look-fors," including the implementation of</p>

	effective instructional technology practices for remote and hybrid instruction and learning.
September – December 2020	<p>Action 15: Share learning walk data with staff to celebrate successes and determine future needs.</p> <p>Responsible: School leader</p> <p>Participants: All faculty and staff</p> <p>Frequency: Monthly at faculty meetings</p> <p>Intended Impact: Improve teacher practices in the "look-fors" as evidenced by the learning walk tool that leads to higher student engagement in the classroom, improve student achievement, and improve student success when using their device both in school and during remote learning.</p>
Dates: January - June	Action Plan:
January – June 2021	<p>Action 16: 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, PLC Associates, district Instructional Technology Coach</p> <p>Participants: School leader, 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 17: 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, 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 18: 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, 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 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</p> <p>Participants: School leader</p> <p>Frequency: Per calendar with PLC Associates (Leveraged Leadership)</p> <p>Intended Impact: Improve school leader and ASF capacity to provide meaningful and timely feedback to teachers regarding best practices in a virtual and hybrid school environment.</p>
January – June	Action 20: Teaching staff will implement the effective instructional practices

2021	<p>(Foundational Five) in their daily practice.</p> <p>Responsible: Teaching staff</p> <p>Participants: Teaching staff</p> <p>Frequency: Daily</p> <p>Intended Impact: Students are engaged in rigorous learning which allow them to have a clear understanding of their learning expectations.</p>
January – June 2021	<p>Action 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.)</p> <p>Responsible: Teaching staff</p> <p>Participants: Teaching staff</p> <p>Frequency: Daily</p> <p>Intended Impact: Teachers will include the effective instructional practices and expectations for Remote Learning which will allow students to have a clear understanding of their learning expectations and the ability to successfully use their device both in school and during remote learning.</p>
January – June 2021	<p>Action 22: The school leader will develop a schedule to conduct informal walk-throughs to norm expectations and feedback to teachers.</p> <p>Responsible: School leader</p> <p>Participants: Classroom teachers</p> <p>Frequency: Daily</p> <p>Intended Impact: School leader implements the school’s observation/learning walk plan and provides timely, real-time, evidence-based, actionable feedback to staff that is directly aligned to established criteria, encouraging and supporting staff to take ownership of their practices and decisions, based on student outcomes.</p>
January – June 2021	<p>Action 23: Use the learning walk tool to monitor the implementation of instructional strategies that support The Foundational Five and remote and hybrid instruction and learning, and provide immediate feedback to teachers.</p> <p>Responsible: School leader</p> <p>Participants: School leader and teaching staff</p> <p>Frequency: Conducted 5x/day with immediate feedback- follow the district 5/20/80 (day/week/month) expectation</p> <p>Intended Impact: To help monitor the use of specific strategies and practices, and provide feedback that supports teacher ownership of practice, and deepens the proficiency and understanding of the "look-fors," including the implementation of effective instructional technology practices for remote and hybrid instruction and learning.</p>
January – June 2021	<p>Action 24: Share learning walk data with staff to celebrate successes and determine future needs.</p> <p>Responsible: School leader</p> <p>Participants: All faculty and staff</p> <p>Frequency: Monthly at faculty meetings</p> <p>Intended Impact: Improve teacher practices in the "look-fors" as evidenced by the learning walk tool that leads to higher student engagement in the classroom, improve student achievement, and improve student success when using their device both in school and during remote learning.</p>

Progress Monitoring: Plan Implementation

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

Strategic Academic Plan: Pillar 2

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

DTSDE Tenet Alignment (please check)

1		2		3		4		5	X	6	X
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Goal (Specific, Measurable, Attainable, Relevant, and Timely):
G#1: By June 2021, the school will refine their PBIS system to provide key supports to remove barriers to learning, as evidenced by a 30% increase in the percent of teachers and 3rd grade students who indicate that “We have an effective system for developing and building student social-emotional health.”
G#2: By June 2021, 100% of teachers will use multiple strategies and tools to improve family communication in order to increase student achievement and the home-school (social-emotional) connections.
G#3: 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 Target	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 Teacher and student perception surveys that include: “We have an effective system for developing and building student social-emotional health.” BASELINE	Organizational Data Staff Survey Question Student Survey Question Family Survey Question Teacher and student perception surveys that include: “We have an effective system for developing and building student social-emotional health.” Midyear that demonstrates 15% increase from baseline	Organizational Data Staff Survey Question Student Survey Question Family Survey Question Teacher and student perception surveys that include: “We have an effective system for developing and building student social-emotional health.” End of year that demonstrates 30% increase from baseline	Organizational Data Staff Survey Question Student Survey Question Family Survey Question Teacher and student perception surveys that include: “We have an effective system for developing and building student social-emotional health.” End of year that demonstrates 30% increase from baseline
Other: 90% Attendance (combined in-school and remote learning) 75% of families are engaged in communication with school staff on a weekly basis about their child’s progress. (<i>Data from Remind Communication Tool; and Schoology</i>) Parent Attendance at Virtual Workshops and Events (includes PTA Meetings) establishes baseline %.	Other: 92% Attendance (combined in-school and remote learning) 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>) Parent Attendance at Virtual Workshops and Events (includes PTA Meetings) will increase by 10% from the prior Quarter.	Other: 94% Attendance (combined in-school and remote learning) 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>) Parent Attendance at Virtual Workshops and Events (includes PTA Meetings) will increase by 10% from the prior Quarter.	Other: 96% Attendance (combined in-school and remote learning) 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) will increase by 10% from the prior Quarter.

Action Plans:

Dates: August - December	Action Plan:
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July – August 2020 G2	<p>Action 1: Design “Family Guidance and Support” Learning Sessions for Remote Learning</p> <p>Responsible: School leader</p> <p>Participants: School leader and School Leadership Team (SLT)</p> <p>Frequency: One time</p> <p>Intended Impact: To develop a plan to help ensure all families understand how to facilitate home learning, how to assist their child during flexible home learning, and how to effectively communicate with school staff.</p>
September 2020 (9/9/20 - 9/16/20) G1	<p>Action 2: Review and update past protocols to address student supports for social, emotional, and developmental health.</p> <p>Responsible: SLT, DASA team</p> <p>Participants: DASA team</p> <p>Frequency: Two to five days for initial plan design</p> <p>Intended Impact: Protocols will be reviewed, improved, and put in place with intent of increasing student confidence, self-esteem, and socio-emotional regulation.</p>
September 2020 October (9/8/20 - 10/9/20) G1 & G2	<p>Action 3: School leader and staff will host Back-to-School Night for the students and families. Surveys will be distributed questioning availability, interest in leadership and volunteer opportunities, and topics of concern.</p> <p>Responsible: School leader, PTA, and FRC</p> <p>Participants: School leader, PTA, and FRC, staff, and parents/guardians</p> <p>Frequency: Once</p> <p>Intended Impact: While back to school night is one evening, this will facilitate a partnership between parents and teachers which will promote success for all students. To increase parent participation in school events. To foster relationships with families. To gather information regarding parent/guardian interest levels and ideal availability for future events.</p>
September 2020 G2	<p>Action 4: Presentation to staff at the opening meeting to highlight “Family Guidance and Support” Learning Sessions for Remote Learning with a focus on communication.</p> <p>Responsible: School leader, teaching faculty</p> <p>Participants: Teaching faculty, parents/guardians</p> <p>Frequency: Introduction once. Recurring as needed</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>
September 2020 G2	<p>Action 5: Deliver “Family Guidance and Support” Learning Sessions for Remote Learning</p> <p>Responsible: School leader, SLT, FRC</p> <p>Participants: Parents and families</p> <p>Frequency: One time per week throughout the month of September</p> <p>Intended Impact: To ensure all families understand how to facilitate home learning, how to assist their child during flexible home learning, and how to effectively communicate with school staff.</p>
September – December 2020 G3	<p>Action 6: Substitute teachers will be provided with class lists to take attendance.</p> <p>Responsible: Substitute teachers and clerk typist</p> <p>Participants: Substitute teachers</p> <p>Frequency: Daily</p> <p>Intended Impact: To ensure accurate record keeping of attendance.</p>
September –	<p>Action 7: Parents will be informed of school-provided programs.</p>

December 2020 G1 & G2	<p>Responsible: School leader, School Psychologist(s), SLT</p> <p>Participants: Parents</p> <p>Frequency: Monthly</p> <p>Intended Impact: To increase parents' awareness of programs such as Response to Intervention Team (RTI) , PBIS, DASA, remote learning protocols, health and safety protocols, the school calendar, parent newsletter.</p>
September – December 2020 G2	<p>Action 8: Create and conduct virtual sessions to teach the various digital tools to parents and families.</p> <p>Responsible: School leader, SLT, 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, monthly.</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 G2	<p>Action 9: 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 leader, FRC, SLT, 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>
September – December 2020 G1 & G2	<p>Action 10: School leader and staff will host events for the students and families in virtual learning.</p> <p>Responsible: School leader and staff</p> <p>Participants: School leader, staff, and parents/guardians</p> <p>Frequency: Monthly</p> <p>Intended Impact: To increase parent participation in school events, continue to foster relationships with families and provide support for parents as they become more active participants in virtual learning. Focus will include: The role of the parent during virtual learning, and basic technology supports.</p>
September – December 2020 G1 & G2	<p>Action 11: Use multiple means of communication as well as positive communication with parents and community members</p> <p>Responsible: School leader, classroom teachers, and school webmaster</p> <p>Participants: Classroom teachers, school webmaster, and students</p> <p>Frequency: Monthly</p> <p>Intended Impact: To strengthen the school-home connection by keeping parents informed and offering opportunities for them to be actively involved. School leader and teachers will use communication tools such as Google classroom, Blackboard Mass Messaging system, Remind, text communication, Schoology, and more.</p>
September – December 2020 G1	<p>Action 12: DASA assemblies will be synchronously held to model appropriate student interactions that promote character education and safety.</p> <p>Responsible: DASA team and school leader</p> <p>Participants: DASA team, staff and students</p> <p>Frequency: Monthly</p> <p>Intended Impact: Students will develop positive character behaviors that promote safety and students' overall well-being.</p>

September – December 2020 G1	<p>Action 13: Through the My Brother's Keeper (MBK) Grant, Parenting Partners Facilitators will invite a team of parents to create a new focus group for the Parenting Partners workshops for the 2020 - 2021 school year.</p> <p>Responsible: Parenting Partners Facilitators and Class of 2019/2020 Parent Champions</p> <p>Participants: Various parents/guardians with students in grade K-3</p> <p>Frequency: Twice monthly.</p> <p>Intended Impact: Engaging and empowering parents to become and remain active participants in our school community. Also, cultivating relationships among community and bridging differences in parenting styles.</p>
September – December 2020 G1, G2 & G3	<p>Action 14: Parent-teacher conferences, and academic conversations held between staff and parents including an exploration of virtual conferences.</p> <p>Responsible: Classroom teachers</p> <p>Participants: Classroom teachers, parents/guardians of students</p> <p>Frequency: On an as-needed basis and during parent teacher conferences according to the academic school calendar</p> <p>Intended Impact: Encourage and empower families through sharing data, promoting dialogue centered on student learning, success, and needs.</p>
October 2020 G3	<p>Action 15: School leader will identify staff to serve as members of the School Attendance Team and develop protocols and expectations for this committee.</p> <p>Responsible: School leader</p> <p>Participants: School leader, staff, SLT</p> <p>Frequency: One time</p> <p>Intended Impact: To determine members of the School Attendance Team.</p>
October – December 2020 G3	<p>Action 16: Analyze and interpret the school's attendance data.</p> <p>Responsible: School Attendance Team</p> <p>Participants: School Attendance Team</p> <p>Frequency: Monthly</p> <p>Intended Impact: To identify groups of students that need Tier 2 and 3 supports.</p>
October – December 2020 G3	<p>Action 17: The School Attendance Team will review data to identify children potentially at risk for chronic absenteeism and then present attendance data and discuss next steps with staff.</p> <p>Responsible: School Attendance Team</p> <p>Participants: Teachers and staff</p> <p>Frequency: Quarterly</p> <p>Intended Impact: To review and identify the impact strategies are having on reducing absenteeism.</p>
October- December 2020 G3	<p>Action 18: The School Attendance Team will develop and distribute an informational document to be shared at Parent/Teacher Conferences and on Progress Reports that will identify student's absences during each trimester.</p> <p>Responsible: School Attendance Team and classroom teachers</p> <p>Participants: The School Attendance Team, classroom teachers and families</p> <p>Frequency: Each trimester</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 & G3	<p>Action 19: School leader will send digital communication to parents explaining the importance of regular school attendance and the connection to school success.</p> <p>Responsible: School leader</p> <p>Participants: School leader, staff, SLT Committee</p>

	<p>Frequency: Beginning of school year and monthly</p> <p>Intended Impact: To inform parents and students of the impact absenteeism has on learning and social-emotional development.</p>
September – December 2020 G3	<p>Action 20: Absenteeism will be addressed and discussed during Back to School Night, Tea with the Principal, Chit Chat with the Principal, after school and evening activities with the principal, and PTA meetings. (Sessions provided in-person and remotely).</p> <p>Responsible: School leader and the School Attendance Team</p> <p>Participants: Families</p> <p>Frequency: The first half of the school year</p> <p>Intended Impact: To reduce chronic absenteeism. To inform parents and students of the impact absenteeism has on learning and social-emotional development.</p>
September – December 2020 G3	<p>Action 21: Families will be contacted by the School Attendance Team after two consecutive absences.</p> <p>Responsible: School Attendance Team</p> <p>Participants: Families and the School Attendance Team</p> <p>Frequency: Daily monitoring and phone calls made after two consecutive days a student is absent.</p> <p>Intended Impact: To inform parents and students of the impact absenteeism has on learning and social-emotional development.</p>
September – December 2020 G1 & G3	<p>Action 22: Create and provide incentives to motivate students to attend school. (e.g. Pizza Party, Certificates, Medals, etc...)</p> <p>Responsible: School leader, School Attendance Committee, and the DASA team</p> <p>Participants: Students and classroom teachers</p> <p>Frequency: Monthly</p> <p>Intended Impact: To reduce chronic absenteeism.</p>
September – December 2020 G3	<p>Action 23: The School Attendance Committee along with the FRC will work with families to address barriers beyond the capacity of the school.</p> <p>Responsible: The School Attendance Committee and the FRC</p> <p>Participants: The School Attendance Committee and the FRC and families</p> <p>Frequency: Monthly</p> <p>Intended Impact: To inform parents and students of the impact absenteeism has on learning and social-emotional development.</p>
October – December 2020 G2	<p>Action 24: 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, SLT</p> <p>Participants: School leader, SLT</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 2021 G1	<p>Action 25: Update past protocols to address student supports for social, emotional, and developmental health.</p> <p>Responsible: SLT, DASA Team</p> <p>Participants: DASA Team</p>

	<p>Frequency: Two to five days for initial plan design</p> <p>Intended Impact: Protocols will be reviewed, improved and put in place with intent of increasing student confidence, self-esteem, and socio-emotional regulation.</p>
<p>January 2021</p> <p>G2</p>	<p>Action 26: Deliver “Family Guidance and Support” Learning Sessions for Remote Learning. This is a re-deliver of similar presentation provided September 2020.</p> <p>Responsible: School leader</p> <p>Participants: All faculty and staff</p> <p>Frequency: Once</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>January – June 2021</p> <p>G1 & G2</p>	<p>Action 27: Parents will be informed of new or updated school-provided programs.</p> <p>Responsible: School leader, School Psychologist(s), SLT</p> <p>Participants: Parents</p> <p>Frequency: Monthly</p> <p>Intended Impact: To increase parents’ awareness of programs such as Response to Intervention Team (RTI) , PBIS, DASA, remote learning protocols, health and safety protocols, the school calendar, parent newsletter.</p>
<p>January – June 2021</p> <p>G2</p>	<p>Action 28: 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 leader, FRC, SLT, 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>
<p>January - June 2021</p> <p>G1 & G2</p>	<p>Action 29: School leader and staff will continue to host events for the students and families in virtual learning.</p> <p>Responsible: School leader and staff</p> <p>Participants: School leader, staff, and parents/guardians</p> <p>Frequency: Monthly.</p> <p>Intended Impact: To increase parent participation in school events, continue to foster relationships with families and provide support for parents as they become more active participants in virtual learning. Focus will include: The role of the parent during virtual learning, and basic technology supports.</p>
<p>January - June 2021</p> <p>G1 & G2</p>	<p>Action 30: Continue to use multiple-means of communication as well as positive communication with parents and community members</p> <p>Responsible: School leader, classroom teachers, and school webmaster</p> <p>Participants: Classroom teachers, school webmaster, and students</p> <p>Frequency: Monthly</p> <p>Intended Impact: To strengthen the school-home connection by keeping parents informed and offering opportunities for them to be actively involved. School leader and teachers will use communication tools such as Google classroom, Blackboard Mass Messaging system, Remind, text communication, Schoology, and more.</p>
<p>January – June 2021</p>	<p>Action 31: DASA assemblies will continue to be synchronously held to model appropriate student interactions that promote character education and safety.</p> <p>Responsible: DASA team and school leader</p>

G1	<p>Participants: DASA Team, staff and students</p> <p>Frequency: Monthly</p> <p>Intended Impact: Students will develop positive character behaviors that promote safety and students' overall well-being.</p>
January – June 2021 G1	<p>Action 32: Through the My Brother's Keeper (MBK) Grant, Parenting Partners Facilitators will continue Parenting Partners workshops for the 2020 - 2021 school year.</p> <p>Responsible: Parenting Partners Facilitators and Class of 2019/2020 Parent Champions</p> <p>Participants: Various parents/guardians with students in grade K-3</p> <p>Frequency: Twice monthly</p> <p>Intended Impact: Engaging and empowering parents to become and remain active participants in our school community. Also, cultivating relationships among community and bridging differences in parenting styles.</p>
January – June 2021 G1, G2 & G3	<p>Action 33: Parent-teacher conferences, and academic conversations will continue to be held between staff and parents including an exploration of virtual conferences.</p> <p>Responsible: Classroom teachers</p> <p>Participants: Classroom teachers, parents/guardians of students</p> <p>Frequency: On an as-needed basis and during parent teacher conferences according to the academic school calendar</p> <p>Intended Impact: Encourage and empower families through sharing data, promoting dialogue centered on student learning, success, and needs.</p>
January – June 2021 G3	<p>Action 34: Analyze and interpret the school's attendance data.</p> <p>Responsible: School Attendance Team</p> <p>Participants: School Attendance Team</p> <p>Frequency: Monthly</p> <p>Intended Impact: To identify groups of students that need Tier 2 and 3 supports.</p>
January – June 2021 G3	<p>Action 35: The school attendance team will review data to identify children potentially at risk for chronic absenteeism and then present attendance data and discuss next steps with staff.</p> <p>Responsible: School Attendance Team</p> <p>Participants: Teachers and staff</p> <p>Frequency: Quarterly</p> <p>Intended Impact: To reduce chronic absenteeism.</p>
January – June 2021 G3	<p>Action 36: Attendance data will be shared with the staff to monitor children at risk for chronic absenteeism. During this meeting policies, protocols, and procedures will be reviewed and refined.</p> <p>Responsible: School leader and attendance committee.</p> <p>Participants: Classroom teachers</p> <p>Frequency: Monthly</p> <p>Intended Impact: To reduce chronic absenteeism.</p>
January – June 2021 G3	<p>Action 37: School leader will send digital communication to parents explaining the importance of regular school attendance and the connection to school success.</p> <p>Responsible: School leader</p> <p>Participants: School leaders, staff, SLT</p> <p>Frequency: Monthly</p> <p>Intended Impact: To inform parents and students of the impact absenteeism has on learning and social-emotional development.</p>
January – June 2021	<p>Action 38: Absenteeism will be addressed and discussed during after school and evening activities with the school leader, and PTA meetings.</p>

G3	<p>Responsible: School leader and the School Attendance Committee</p> <p>Participants: Families</p> <p>Frequency: As scheduled on school and district calendars</p> <p>Intended Impact: To reduce chronic absenteeism. Encourage and empower families through sharing data, promoting dialogue, centered on student learning, success, and needs. Leaders use data to determine school needs and allocate resources such as time, money, space, technology, materials, expertise, and partnerships to maximize their benefits to support the implementation of school goals and attendance initiatives.</p>
January – June 2021	<p>Action 39: The school leader will continue to communicate using hybrid means to parents explaining the importance of regular school attendance and the connection to school success.</p>
G2 & G3	<p>Responsible: School leader and the School Attendance Committee.</p> <p>Participants: Families</p> <p>Frequency: Monthly</p> <p>Intended Impact: To reduce chronic absenteeism.</p>
January – June 2021	<p>Action 40: Continue to utilize technology to assist in tracking in-person and virtual absences and communicate with families daily.</p>
G3	<p>Responsible: School leader, Clerk Typist, and classroom teachers</p> <p>Participants: The classroom teachers and Clerk Typist</p> <p>Frequency: Daily</p> <p>Intended Impact: To reduce chronic absenteeism.</p>
January – June 2021	<p>Action 41: Families will be contacted by the School Attendance Committee after two consecutive absences.</p>
G3	<p>Responsible: The attendance committee</p> <p>Participants: Families and the School Attendance Committee</p> <p>Frequency: Daily monitoring and phone calls made after two consecutive days a student is absent</p> <p>Intended Impact: To inform parents and students of the impact absenteeism has on learning and social-emotional development.</p>
January – June 2021	<p>Action 42: Maintain and provide incentives to motivate students to attend school. (e.g. Pizza Party, Certificates, Medals, etc...)</p>
G3	<p>Responsible: School leader, School Attendance Committee, and the DASA team</p> <p>Participants: Students and classroom teachers</p> <p>Frequency: Monthly</p> <p>Intended Impact: To reduce chronic absenteeism.</p>
January – June 2021	<p>Action 43: Substitute teachers will be provided with class lists to take attendance.</p>
G3	<p>Responsible: Substitute teachers and clerk typist</p> <p>Participants: Substitute teachers</p> <p>Frequency: Daily</p> <p>Intended Impact: To ensure accurate record keeping of attendance.</p>
January – June 2021	<p>Action 44: The School Attendance Committee will distribute an informational document to be shared at Parent/Teacher Conferences and on Progress Reports that will identify student's absences during each trimester.</p>
G3	<p>Responsible: School Attendance Committee and classroom teachers</p> <p>Participants: School Attendance Committee, classroom teachers and families</p> <p>Frequency: Each trimester</p> <p>Intended Impact: To reduce chronic absenteeism.</p>
January – June	<p>Action 45: The School Attendance Committee along with the FRC will continue to work</p>

2021 G3	<p>with families to address barriers beyond the capacity of the school.</p> <p>Responsible: School Attendance Committee and the FRC</p> <p>Participants: School Attendance Committee and the FRC and families</p> <p>Frequency: Monthly</p> <p>Intended Impact: To inform parents and students of the impact absenteeism has on learning and social-emotional development.</p>
January – June 2021 G3	<p>Action 46: The School Attendance Committee will continue the monthly meetings to review attendance data for year-to-date to determine if any students are showing signs of problematic attendance.</p> <p>Responsible: School leader and the School Attendance Committee</p> <p>Participants: School leader and the School Attendance Committee</p> <p>Frequency: Monthly</p> <p>Intended Impact: To review and identify the impact strategies are having on reducing absenteeism.</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):
By June 2021, all professional staff will implement common methods of Data-Driven Instruction to provide timely and authentic feedback about student growth, instructional practices, interventions and communication with parents resulting in increased student achievement for 100% of all K-3 level students, specifically students identified in the Students with Disabilities (SWD) and English Language Learner (ELL) student subgroups.

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 at PD offerings	95% Attendance at PD offerings	100% Attendance at PD offerings	100% Attendance at PD offerings
80% of PLC Teams use the Agenda Minutes Notes Catcher Tool (Google Doc)	85% of PLC Teams use the Agenda Minutes Notes Catcher Tool (Google Doc)	90% of PLC Teams use the Agenda Minutes Notes Catcher Tool (Google Doc)	100% of PLC Teams use the Agenda Minutes Notes Catcher Tool (Google Doc)
45% of faculty conduct one intra/inter via classroom and synchronous virtual visitations.	55% of faculty conduct one intra/inter via classroom and synchronous virtual visitations.	65% of faculty conduct one intra/inter via classroom and synchronous virtual visitations.	75% of faculty conduct one intra/inter via classroom and synchronous virtual visitations.

Action Plans:

Dates:	Action Plan:
August - December	
September 9, 2020	<p>Action 1: Review the Professional Learning Communities (PLC) Agenda Minutes and Data Tool Note Catcher and determine the norms of each team.</p> <p>Responsible: School leader and ASF</p> <p>Participants: All staff</p> <p>Frequency: Once</p> <p>Intended Impact: To ensure that teachers follow their norms and utilize the Tool and Note Catcher as per the Data-Cycle Protocols.</p>
September - December 2020	<p>Action 2: Conduct STAR ELA and math Assessments</p> <p>Responsible: School leader, data team and 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>
September – December 2020	<p>Action 3: Staff development provided on the process of Data-Driven Instruction and differentiated instruction; supports the school’s Professional Learning Community (PLC) process.</p> <p>Responsible: Leadership Team, coaches, PLC Associates</p> <p>Participants: Coaches, grade-Level teams</p>

	<p>Frequency: 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	<p>Action 4: 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 - December 2020	<p>Action 5: Schedule and conduct intervisitations amongst teachers to observe implementation of established school goals.</p> <p>Responsible: School leader, ASF and teaching staff</p> <p>Participants: School leader, ASF and teaching staff</p> <p>Frequency: Quarterly</p> <p>Intended Impact: To strengthen staff achievement of school goals and improve instructional practices and academic achievement.</p>
September – November 2020	<p>Action 6: Grade-level teams will collaborate to discuss power standards, unfinished learning, and key strategies that were implemented with students the previous year in ELA and Math.</p> <p>Responsible: School leader, ASF, and grade-level teams</p> <p>Participants: Grade-level classroom teachers and support staff</p> <p>Frequency: Two times per week, complete one six-week cycle</p> <p>Intended Impact: To realign curriculum that includes essential learning and key strategies to support and address the results of regression and need for acceleration.</p>
September – December 2020	<p>Action 7: 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: Two times 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. Teachers will calibrate student assessments and work to provide uniformed criteria for feedback. Teachers will analyze multiple sources of data in order to plan their lessons and continue providing scaffolded practices and protocols in order to meet students' language needs.</p>
September – December 2020	<p>Action 8: After each STAR Cycle, school leaders meet with each teacher to review current data and trends for each student.</p> <p>Responsible: School leader and the data team</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>
October – December 2020	<p>Action 9: Classroom teachers will use the Atlas Protocol to analyze STAR data to inform instruction.</p> <p>Responsible: ENL/reading resource room teacher</p>

	<p>Participants: ENL/reading resource room teachers and classroom teachers</p> <p>Frequency: Rotating basis by grade occurring once a month.</p> <p>Intended Impact: Building stronger professional learning communities and sharing of research-based best practices and protocols.</p>
September – December 2020	<p>Action 10: Grade-level teams meet with the school leader to review progress of teams and goals set using data protocol.</p> <p>Responsible: School leader and ASF</p> <p>Participants: Faculty PLC teams</p> <p>Frequency: One time per month</p> <p>Intended Impact: To assure that protocols are being used effectively.</p>
Dates: January - June	Action Plan:
January 2021	<p>Action 11: Create a Midyear PLC Survey (also used at End-of-Year)</p> <p>Responsible: School leader and ASF</p> <p>Participants: School leader and ASF</p> <p>Frequency: Once</p> <p>Intended Impact: To have a tool that allows building leadership and faculty to have collegial and collaborative conversation about the PLC process and share improvement considerations.</p>
January 2021	<p>Action 12: Conduct PLC Survey</p> <p>Responsible: School leader and ASF</p> <p>Participants: Faculty PLC teams</p> <p>Frequency: Once</p> <p>Intended Impact: To provide faculty the opportunity to share their perceptions of the PLC process.</p>
January 2021	<p>Action 13: Review PLC Survey</p> <p>Responsible: School leader and ASF</p> <p>Participants: School leader and ASF with faculty</p> <p>Frequency: Once</p> <p>Intended Impact: To analyze and reflect on the PLC process and discuss improvements on how to improve the process and supports.</p>
January – May 2021	<p>Action 14: Conduct STAR ELA and math Assessments</p> <p>Responsible: School leader, data team and 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 – June 2021	<p>Action 15: Schedule and conduct intervisitations amongst teachers to observe implementation of established school goals.</p> <p>Responsible: School leader, ASF and teaching staff</p> <p>Participants: School leader, ASF and teaching staff</p> <p>Frequency: Quarterly</p> <p>Intended Impact: To strengthen staff achievement of school goals and improve instructional practices and academic achievement.</p>
January – June 2021	<p>Action 16: 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: Two times 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. Teachers will calibrate student assessments and work to provide uniformed criteria for feedback. Teachers will analyze multiple sources of data in order to plan their lessons and continue providing scaffolded practices and protocols in order to meet students' language needs.</p>
January – June 2021	<p>Action 17: After each STAR Cycle, school leaders meet with each teacher to review current data and trends for each student. Responsible: School leader and the data team 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.</p>
January – June 2021	<p>Action 18: Classroom teachers will use the Atlas Protocol to analyze STAR data to inform instruction. Responsible: ENL/reading resource room teachers Participants: ENL/reading resource room teachers and classroom teachers Frequency: Rotating basis by grade occurring once a month Intended Impact: Building stronger professional learning communities and sharing of research-based best practices and protocols.</p>
January – June 2021	<p>Action 19: Grade-level teams meet with the school leader to review progress of teams and goals set using data protocol. Responsible: School leader and ASF Participants: Faculty PLC teams Frequency: One time per month Intended Impact: To assure that protocols are being used effectively.</p>
May 2021	<p>Action 20: Conduct End-of-Year PLC Survey Responsible: School leader and ASF Participants: Faculty PLC teams Frequency: Once Intended Impact: To provide faculty the opportunity to share their perceptions of the PLC process.</p>
May 2021	<p>Action 21: Review End-of-Year PLC Survey Responsible: School leader and ASF 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.</p>

Progress Monitoring: Plan Implementation

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

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

Organizational Data	Organizational Data	Organizational Data	Organizational Data
Staff Survey Question	Staff Survey Question	Staff Survey Question	Staff Survey Question
Student Survey Question	Student Survey Question	Student Survey Question	Student Survey Question
Family Survey Question	Family Survey Question	Family Survey Question	Family Survey Question
Other:	Other:	Other:	Other:

Action Plans:

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

Progress Monitoring: Plan Implementation

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