

LEA Name:	Syracuse City School District
LEA BEDS Code:	421800010028
School Name:	Seymour Dual Language Academy

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

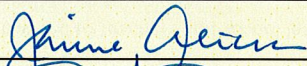

Contact Name	Stephen Polera	Title	Principal
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Website for Published Plan	http://www.syracusecityschools.com/seymour		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Jamie Alicea	7/11/2018
President, B.O.E. / Chancellor or Chancellor's Designee		Derrick Dorsey	7/11/2018

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

SP

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

SP

2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

SP

3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

SP

4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d) .

SP

5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

SP

6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
5.23.18	Room 222	5.30.18	Room 222

Name	Title / Organization	Signature
Stephen Polera	Principal	
Paul Stanton	Interim Vice Principal	
Mariesa Dranschak	Instructional Coach	
Amber Griffin	ELA Mutli-Classroom Leader	
Stan Whalen	Math Multi-Classroom Leader	
Kevin Dorsey	Unit 1 Union Rep	
Melinda Robinson	Parent	
Ashley Rivera	Book Buddies Programs (community partner)	

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- | | |
|-------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- | | |
|-------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- | | |
|-------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- | | |
|-------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- | | |
|-------------------------------------|--------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- | | |
|-------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input checked="" type="checkbox"/> | Tenet 6: Family and Community Engagement |

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

Seymour's instructional focus this year has revolved around personalized learning. Our goal for tenet 4 was to have 100% of teachers utilizing personalized learning strategies daily as well as receive feedback and support. The school's PL team conducted walkthroughs, held coaching cycles, and ongoing professional development. At the beginning of the school year, less than 50% of teachers were Going Deeper or All in for these initiatives. In June 2018, 100% of teachers utilize a plethora of personalized learning strategies and closer to 85% of staff is Going Deeper or All in for targeted instruction strategies in their classrooms. As a result, 71 % of students in grades 3-5 are at or above-benchmark on STAR which has led us to meet goals in tenet 2.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Instead of teams meeting weekly to look at data in isolation, an extra co-planning day was adopted mid-year to increase the level of rigor with our data-driven instruction. Teams now meet 3 days a week to co-plan, using data as the catalyst for moving forward. This has led to increase in student engagement in lessons and reflects back to increase in student outcomes with IRLA, ENIL, and STAR scores. Teams will continue to embed data analysis with co-planning to ensure their daily and weekly groupings are up to date and reflect students' progress and growth. At the beginning of the year, administration was responsible for conducting walkthroughs to ensure tenet 2 goals were met. There was not enough time to conduct walkthroughs, plan meaningful PD, set goals with teachers and then check-in afterwards. Administration established a personalized learning (PL) team to help with this process. Teachers on the team and administration calibrated each other with the rubric that was district-made template to ensure all teachers were scored in a similar manner. The PL team sat to create differentiated PD in order to keep all teachers growing in their own learning

In developing the **CURRENT YEAR'S** plan:

- List the highlights of the initiatives described in the current SCEP.

Targeted Instruction, Differentiation through Personalized Learning , Higher Order Questioning, Improved Sociol-Emotional Curriculum for Staff

- List the identified needs in the school that will be targeted for improvement in this plan.

Targeted Instruction, Differentiation through Personalized Learning , Higher Order Questioning, Improved Sociol-Emotional Curriculum for Staff

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The mission of Seymour Dual Language Academy is to develop our students' academic, social, technological and cultural skills through excellence in teaching and challenging curriculum. We engage students in rigorous learning experiences aligned to Common Core Learning Standards. Our mission is directly articulates the iprovement in instruction and social emotional health of all of our students and is aligned to the SMART Goals in this plan for 2018-2019.

- List the student academic achievement targets for the identified subgroups in the current plan.

NYS ELA 50%, Math ELA 50%, and NYS Science Exam 75%

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

Seymour design team redesigned our Opportunity Culture model to extend MCL reach to more staff and create vertical alignment. This new model allows MCLS to coach vertically in the content areas of their expertise to offer support in Math, ELA, Science/Social Studies, Writing, Dual Language and Personalized Learning. All MCLs meet in daily common planning time with teachers to analyze student work, unit unpack, plan differentiated lessons, and co-plan. All MCL's provide instructional support to teachers on their grade level and vertically. The MCL's are responsible for completing coaching rounds each month. is working with Public Impact create a redesigning our Opportunity Culture model. The plan is to eliminate MCL/Classroom Teacher model, add an AIS/MCL, and add reach associate. The instructional coach facilitates a meeting every Tuesday morning for the Seymour will add a dual language MCL to support the dual language program. All Seymour MCL team. This meeting allows the MCL's to norm themselves around school initiatives and to talk about discuss upcoming responsibilities. The ILT (Instructional Leadership Team) instructional coach, MCL's and administration meet every Wednesday morning to discuss. Friday at 8:00 am with administration and instructional coach to discuss progress towards school wide focuses, discuss any relevant data points that arise such as student behavior concerns from Educators Handbook and trends on walkthroughs, ANET, Star, running records, weekly assessments, preparation for the upcoming ANET assessments, and share out concerns.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Accountability around providing feedback to teachers around rigorous and well designed lesson plans, co-planning schedule, teacher knowledge of unit unpacking and CCLS standards. Leader will create a system of accountability that includes school leadership tea to provide timely and accurate feedback for teachers. Pockets of teachers do not understand progressions of learning standards and are limited in training around unpcking units and CLLS standards. Teachers still need more proffessional development around specific areas of differentiation and personalized learning. Teachers need more time to impliment practice , have support, and adminsitration accountability on this specific focus. Administration will create in school professional dvelopment time , during common planning time, with Achievement Network consultants, as well as American Reading Company consultants to help unpack standards and create tiered and targeted inscruction.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Coach's Clinic PD bi-montly will develop teacher to lead small group instruction through current data usage. SCSD Summer / Winter Summit will provide teachers in depth support of the various CCLS programs that we use inlcuding American Reading Company, Personalized Learning, FOSS Science Kit, and UNTis of Study.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

Community Buidling Activities, Employee of the Month (Attendance Awards/ANET/STAR Awards), and Celebrate Data.

- List all the ways in which the current plan will be made widely available to the public.

Seymour Website, District Website, Stakeholder Meetings, Instructional Leadership Meeting , Facutly Meetings, Parent Meetings , etc.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	February 6-7,2018
B2. DTSDE Review Type:	District-led Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	<p><u>The school leader should monitor and track teacher practice to ensure the team meetings lead to more frequent data analysis and action planning and effective teacher planning to support personalized learning.</u></p> <p><u>- Communicate curriculum and instructional vision and expectations.</u></p> <p><u>Rationale:</u></p> <p><u>- The school leader has provided many opportunities for personalized learning to become a school practice for student progress. He has set expectations for a full implementation of personalized learning at all grades with stations in place in every classroom. It will be necessary for the school leader to communicate his instructional vision and expectation for further instructional practices to be cemented with automaticity.</u></p> <p><u>- The school leader provides collaboration time for teachers to plan lessons, analyze data, review student's academic and behavioral progress during School Intervention Team (SIT) meetings.</u></p> <p><u>- The school leader has set expectations for classroom teachers to submit lesson plans to allow for curriculum pacing and alignment and effective instructional delivery. The school leader also periodically checks the lesson plans and provides feedback.</u></p>
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	<u>By September 2018 , school leader will communicate the instructional mission and vision to all staff , which will include 100% of staff using personalized learning as a tool for differentiation and quarterly walkthroughs by ILT will be done to progress monitor schools progress.</u>
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Weekly Lesson Plan Feedback Cycles, Walk through Data, Formal Observation Data (Danielson Rubric), Weekly Co-Planning minutes , Coach's Clinic PD for teachers (minutes/agendas), faculty meetings agendas/minutes.STAR Data, Achievement Network Data(Interim Assessment)

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September_2018	June_2019	<ol style="list-style-type: none"> 1. Define expectations for testing 2. Identify where math fact fluency practice can be incorporated in other parts of the day (i.e. math lunch bunch, centers, etc). 3. Create a walk-through schedule and monitor implementation of school-wide practices
September_2018	June_2019	
September_2018	June_2019	
September_2018	June_2019	
September_2018	June_2019	

September_2018	June_2019	4. Create a PD plan for 2017-2018 to include school-wide practices and parent trainings
September_2018	June_2019	5. Collect base-line data for each data source
September_2018	June_2019	6. Create an assessment calendar
September_2018	June_2019	7. Create/refine a template for sharing the school data and progress updates (STAR, IRLA, ENIL)
September_2018	June_2019	8. Finalize common norms that will be utilized for all meetings
September_2018	June_2019	9. Hold individual data meetings with teachers/teams at regular intervals
September_2018	June_2019	10. Communicate goals to all stakeholders
September_2018	June_2019	11. Share school plans with staff, connect activities to the plan, and update staff regularly on progress of implementation of the plan. Schedule weekly data meetings on specified days for grade level teams to monitor student progress
September_2018	June_2019	12. Identify target group of students for each grade level and implement a tracking system for progress
September_2018	June_2019	13. Include in PD plan parent meetings about state tests
September_2018	June_2019	14. Create a system for monitoring school priorities and communicating progress regularly to staff
September_2018	June_2019	15. Define protocols and templates for core school processes
September_2018	June_2019	16. Collaborate with ILT to define the expectations and timelines for school-wide instructional priorities, and align to walkthrough tool and PD plan

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	February 6-7,2018
B2. DTSDE Review Type:	District-led Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	<p>The Seymour school leader should ensure that lessons include differentiated small group instruction that incorporate student needs based on current data analysis.</p> <p>First, identify which assessments will be used to analyze and create action plans that can be documented in lesson plans.</p> <p>-Identify materials to use that address the student needs with varied stations and build in higher order questioning into plans.</p> <p>Rationale:</p> <p>-Teachers typically utilize the district provided curriculum for ELA and math and incorporate the supplemental resources such as American Reading Company for both dual language and regular classrooms. The teachers in grades 3-5 are using STAR and enVision Math to create short term and long-term goals. In grades K-2, we consistently observed students with lanyards that stated goals for math and ELA. There were pockets of students in the intermediate grades that could provide knowledge of the goals although had little understanding of how to attain them. In many instances, the students were able to articulate their reading goals although did not have clear understanding of how to reach their end of year goals.</p> <p>-The campus Multi Classroom Leader (MCL) facilitates the grade level planning times on Tuesday's where the focus is data; specifically, the use of Star or exit tickets and how to develop interventions. Monday planning times are utilized to unpack standards or provide real time professional development furthermore focusing on tier 2 and 3 students during meeting times on Fridays.</p> <p>-The school leader shared the expectation for lesson planning includes the submittal of plans electronically on Mondays and are reviewed every other week to assess for language objective, standards tied to previous knowledge, data use for groups, student engagement, and misconceptions. Classroom observations by the visiting team did not include evidence of instructional delivery on most of the identified components.</p> <p>-The school leaders shared the staff follow the district's scope and sequence, although teachers are falling about two weeks behind in the pacing guide. The principal shared this may be due to taking too long in whole group lessons and not getting into station rotations that may support the teacher's ability to embed curriculum in small group delivery.</p>
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	<ul style="list-style-type: none"> By December 2018, 100% of staff will be able to participate in the SIT Process. All staff will create tiered student interventions based on academic and social emotional data as measured by referral data, Educator's Handbook, BIC Room data, and/or STAR Reading/Math data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Weekly Lesson Plan Feedback Cycles, Walk through Data, Formal Observation Data (Danielson Rubric), Weekly Co-Planning minutes , Coach's Clinic PD for teachers (minutes/agendas), faculty meetings agendas/minutes.STAR Data, Achievement Network Data(Interim Assessment)

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September	June_2019	1. Provide teachers with training on school-wide instructional priorities
September	June_2019	2. Visit classes according to walkthrough schedule, and provide feedback and differentiated support to teachers based on walkthroughs
Then discuss at weekly meetings.	June_2019	3. Collaborate with colleagues to plan lessons that align to the school-wide expectations
*See OneNote Teacher Materials/PowerPoints	June_2019	4. Define all required lesson components (to include learning objectives written completely, SIOP strategies, lesson pacing, accountable talk, differentiation, small group instruction) etc based on EDI by Hollingsworth & Ybarra.
Then ongoing(monitored) throughout the year. (Weekly Meetings)	June_2019	5. Create an instructional focus / PD plan including a timeline of how the components will be implemented and mastered.
(Weekly Meetings)	June_2019	6. Monitor the PD plan and provide update to teachers on progress on plan and impact on planning and instruction.
	June_2019	7. Implement and monitor the Personalized Learning Plan according to specified timelines.
Uploaded into OneNote by 8am on Monday	June_2019	8. Teachers participate in lab class visits

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	February 6-7,2018
B2. DTSDE Review Type:	District-led Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	<p>The Seymour school leader should ensure that lessons include differentiated small group instruction that incorporate student needs based on current data analysis.</p> <p>-First, identify which assessments will be used to analyze and create action plans that can be documented in lesson plans.</p> <p>-Identify materials to use that address the student needs with varied stations and build in higher order questioning into plans.</p>
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	<p>100% of lessons will include the school-wide components of effective lessons including co-teaching, differentiation (personalized learning) , and teacher-to-student feedback (conferencing),higher order questioning, according to expectations defined by ILT</p> <p>100% of teachers will receive feedback and support during walkthroughs, team meetings, and coaching sessions as evidenced by walkthrough and coaching checklists and meeting student achievement goals.</p>
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Weekly Lesson Plan Feedback Cycles, Walk through Data, Formal Observation Data (Danielson Rubric), Weekly Co-Planning minutes , Coach's Clinic PD for teachers (minutes/agendas), faculty meetings agendas/minutes.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
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September	June_2019	2. Visit classes according to walkthrough schedule, and provide feedback and differentiated support to teachers based on walkthroughs
Then discuss at weekly meetings.	June_2019	3. Collaborate with colleagues to plan lessons that align to the school-wide expectations
*See OneNote Teacher Materials/PowerPoints	June_2019	4. Define all required lesson components (to include learning objectives written completely, SIOP strategies, lesson pacing, accountable talk, differentiation, small group instruction) etc based on EDI by Hollingsworth & Ybarra.
Then ongoing(monitored) throughout the year. (Weekly Meetings)	June_2019	5. Create an instructional focus / PD plan including a timeline of how the components will be implemented and mastered.
(Weekly Meetings)	June_2019	6. Monitor the PD plan and provide update to teachers on progress on plan and impact on planning and instruction.
Uploaded into OneNote by 8am on Monday	June_2019	7. Implement and monitor the Personalized Learning Plan according to specified timelines.
		8. Teachers participate in lab class visits

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	February 6-7,2018
B2. DTSDE Review Type:	District-led Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	<p>The Seymour school leader should collect and analyze school data to determine the most urgent and effective professional development training needed to support the students' socialemotional needs for real-time efforts.</p> <ul style="list-style-type: none"> -Define and collect data to be used -Develop and organize professional development correlated to data analysis <p>Rationale:</p> <ul style="list-style-type: none"> -The school participates in the initiative, Blessings in a Backpack, which allow 100 students to receive food for the weekend. This initiative is vital to improving the social and emotional developmental needs although there is no systematic method to collect data on the influence and effectiveness of this initiative. -The school leader is conducting Curriculum Chats monthly to support communication and community building efforts. The topics or themes may include student progress or awareness for parents on realtime issues. An example of a real-time issue was the last parent awareness session on bed bugs and how to treat them. There was no evidence of data tracking and effectiveness of the Curriculum Chats. -The campus has participated in a successful attendance plan that has increased student attendance which leads to more instructional time. There is evidence to support the effectiveness of this initiative as data has been collected. -By collecting data on the progress monitoring of behavior, attendance, and grades (BAG) this could allow the school leaders to provide targeted training for the staff and parents to support the students' social emotional developmental needs.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By December 2018, 100% of staff will be able to participate in the SIT Process. All staff will create tiered student interventions based on academic and social emotional data as measured by referral data, Educator's Handbook, BIC Room data, and/or STAR Reading/Math data
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	SIT Log, Student Discipline Referrals, Behavior Intervention Center Data, Educator's Handbook Data.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September		1. Provide teachers with a template to use for interim progress report on students' academic status.
Quarterly		2. Communicate, in a parent/family-friendly manner, about students' academic progress to parents/families.
September	June	3. Train teachers on effective methods of communicating with parents/families.
When Needed	When Needed	4. Plan for translating parent communication to Spanish.
September	June	5. Develop a system for tracking SIT data.
September	June	6. Create a Suggestion Box for parent input
September	June	7. Develop a monthly parent survey regarding specific school-related topics
September	June	8. Promote parent participation through morning announcements, parent meetings, automated calls, newsletters, E-Mails
September	June	9. Create a checklist and activities for I love Spanish campaign
September	June	10. Complete pacing Curriculum Map : Socio/Emotional" "
September	June	11. Create and post Data Display for SIT Process
September	June	Revamp Student Removal Sheet
September	June	12. Student Intervention Process- Mediation
September	June	13. Create a system for documenting all parts of interventions, ie: academic/behavior trackers- account for every minute of students day
September	June	14. Define protocols for student referral
September	June	15. Provide PD for staff on Social/Emotional Curriculum

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	February 6-7,2018
B2. DTSDE Review Type:	District-led Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	<p>Seymour school leader will provide targeted professional development for staff on how to engage families and communicate with them to impact student outcomes.</p> <ul style="list-style-type: none"> - Training should include 1-2 strategies for teachers to communicate individual student needs to parents. - Efforts should allow a structure for parents and teachers for two-way communication. <p>Rationale:</p> <ul style="list-style-type: none"> - Members of the SIT team shared during interviews that they introduced themselves to families at the beginning of the school year sharing information on how to access the many social-emotional developmental health needs and how they may identify if their child may need services. - Members of the school leadership team and SIT team stated that staff members have not been provided with trauma informed care and may therefore not be meeting the students' needs of those that have not been identified. - Members of the school leadership team shared they have not received extensive training on how to engage with families. - Parents stated during the parent interviews that they feel welcome at the school and feel there is always someone on staff that can help them.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	100% of Semymour staff will receive professional development for a social emotional adopted curriculum by SCSD throughout the 2018-2019 school year.Training should include 1-2 strategies for teachers to communicate individual student needs to parents
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Discipline Referreals, Student visist to behavior intevention center, students referred to SIT,
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
September		1. Provide teachers with a template to use for interim progress report on students' academic status.
Quarterly		2. Communicate, in a parent/family-friendly manner, about students' academic progress to parents/families.
September	June	3. Train teachers on effective methods of communicating with parents/families.
When Needed	When Needed	4. Plan for translating parent communication to Spanish.
September	June	5. Develop a system for tracking SIT data.
Setpember	June	6. Create a Suggestion Box for parent input
Setpember	June	7. Develop a monthly parent survey regarding specific school-related topics
Setpember	June	8. Promote parent participation through morning announcements, parent meetings, automated calls, newsletters, E-Mails
Setpember	June	9. Create a checklist and activities for I love Spanish campaign
Setpember	June	10. Complete pacing Curriculum Map : Socio/Emotional" "
Setpember	June	11. Create and post Data Display for SIT Process
Setpember	June	Revamp Student Removal Sheet
Setpember	June	12. Student Intervention Process- Mediation
Setpember	June	13. Create a system for documenting all parts of interventions, ie: academic/behavior trackers- account for every minute of students day
Setpember	June	14. Define protocols for student referral
Setpember	June	15. Provide PD for staff on Social/Emotional Curriculum