

LEA Name:	Syracuse City School District
LEA BEDS Code:	421800010033
School Name:	Thomas J. Corcoran High School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Tara Jennings	Title	Principal
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Website for Published Plan	www.syracusecityschools.com/corcoran		

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		Jaime Alicea	
President, B.O.E. / Chancellor or Chancellor's Designee		Derrick Dorsey	

Statement of Assurances

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

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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.

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.

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

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) .

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

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)
April 18, 2018	Library	June 20, 2018	Library
May 10, 2018	Library		
May 16, 2018	Library		
May 31, 2018	Cafeteria		
June 13, 2018	Library		

Name	Title / Organization	Signature
Tara Jennings	Principal	
Daniel Straub	Vice Principal	
Hugh Hogle IV	Vice Principal	
January Kelly	Instructional Coach	
Michael Shanahan	Teacher/Chief STA Rep	
Margaret Durant	Teacher	
Jennifer Montague	Teacher	
Filiz Coskun	Teacher	
Melissa Senenko	Teacher	
Brian Pudney	Teacher	
Chris Carfagno-Buck	Parent	
Julie Dunn	Guidance Counselor	
Meghan Snell	Teacher	
Rhiannon White	Teacher	

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 checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input 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 checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input 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 checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input 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 checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input 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 checked="" type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input 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 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).

- 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.

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

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

Our primary goals are around the clear structure of proctols and procedures of our PLC's for next school year and a more data driven focus around PDSA Cycles.

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

We will be targeting all professional development around personalized learning's Core 4 standards and formative assessment data usage to drive instruction.

- 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.

Our mission as a school is to graduate students who are civic minded and college and career ready. Personalized Learning is our pathway to make this happen as students' individuals needs will be met on a personal level through this format.

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

We are looking for a 7-10% academic growth in all students and sub groups as evidenced by STAR and Regents data.

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

We are implementing and monitoring our PDSA Cycles that will target specific student need and will teachers to address student gaps in achievement.

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

We are potentially looking at a large staff turnover and we will always encounter the struggle of being able to meet students' social and emotional needs that result in poor attendance.

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

Professional Development will begin at our opening days PD, will be offered through staff meetings, PLC times, and between district and in house PD offerings, we will work to offer PD opportunities outside of school hours at least once per month. We also hope to implement occasional department PD half days if possible.

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

School Leaders will continue to use an array of methods such as surveys, community forums, information nights, Robo calls, parent teacher conferences, field days, community forums, etc.

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

We will share this with staff via email, website, and a staff meeting, and we will make this available to parents and the community through our school webpage.

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:	April 10th and April 11th 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.	The principal's expectations are for staff to plan by utilizing the CCSS standards for Math and ELA, Next Gen Standards for Science and Global Curriculum for Social Studies. Additionally, the teachers interviewed shared they have adequate resources to provide quality lessons and a budget for ordering materials. Principal shared the teams created SMART goals for PLC focus but they have not been monitored. The teams meet once every four days with a focus on targeted professional growth, instructional walk-throughs, and administrative data conferencing. The principal articulated there is a need to monitor the SMART goals teacher teams created. The principal shared there are expectations for what should be included in lesson plans although teachers are not required to turn them in. During walkthroughs, the administrative team does provide feedback on lesson plans as available. The school leader has provided many resources, structures, and processes that support school improvement efforts. The master schedule allows for grade level teams and grade level content teams to plan weekly. To enhance PLC structures, we recommend that by October 2018, the school leader monitor the implementation of the PLC and identified instructional strategies that promote high academic outcomes for all students.
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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 September 2018, administrative leaders will establish procedures and protocols consistent with our building goals (student engagement, culture and climate, and formative assessment) through PLC's and data driven instruction; evidenced by PLC and formative assessment data, walk-through data and SMART Goal progressions, and student growth (through student engagement, passing rates, credits earned and Regents passed). Administrators will look for improvement through progress monitoring from walk-through data and professional development in teachers' planning for and delivery of formative assessment and other instructional strategies.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students, Student Average Daily Attendance, Student Drop-Out rate, Student Credit Accruals (HS)

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
6/1/2018	9/1/2018	Administration will create a Master Schedule to allow for PLC time where common planning as well as Interdisciplinary planning may take place where possible.
9/1/2018	10/1/2018	PLC protocol and procedures will be established to effectively identify instructional strategies that promote high academic outcomes for all students. This will consist of quarterly SMART Goals that will be submitted by each PLC and reviewed by administration.
9/1/2018	6/30/2019	Administrators will establish and implement an evidence-based system for monitoring school-wide practices relative to the School Improvement Plan. This will be done with the quarterly Walk-Through tool that focuses on instructional strategies for the quarter that is implemented in the classroom, quarterly surveys for PLC members and monitoring of Office365 where all PLC SMART goals, meeting minutes and collaboration space will take place. In addition, meeting minutes will be handed in on a weekly basis for review by administration.

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:	April 10th and April 11th 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.	The team reviewed lesson plans while visiting classrooms and verified that lesson plans included the components based on the principal's expectations. However, they are not always aligned to the instructional delivery observed. Further, the plans reviewed varied in detail, length, and depth. The teacher group observed during Professional Learning Community (PLC) time were analyzing the Regents exam data with an analysis on vocabulary as the driving issue for student mastery. During the meeting strategies were discussed to support ENL students, although no complexity of tasks was discussed during the meeting. Typically, meetings are attended by an instructional coach or administrator and notes are sent to the principal. The school has embarked on strengthening the PLC collaborative structures that allow teachers to plan lessons utilizing the district provided curriculum and available resources. To further enhance this effort, we encourage the administrative staff to focus on components of the collaborative planning time. Therefore, it is recommended that by July 2018, the school leader should identify a PLC structure with protocols and expectations to support the planning individual student 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 the end of October 2018, 100% of teachers scheduled in Professional Learning Communities (PLC's) will receive professional development in the Plan, Do, Study, Act (PDSA) instructional strategy and will complete a PDSA cycle per quarter (Q2, Q3, & Q4) based on in-house benchmark assessment data. During PLC's, teachers will collaborate and plan together as well as upload their PDSA cycles in Office 365.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Performance on the January NYS Regents, Student Growth Percentile for Low-Income Students, Teachers rated as "Effective" and "Highly Effective"

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
9/1/2018	10/31/2018	Administrators and instructional coach will create a PLC and feedback schedule to ensure that support is provided to teachers during each quarter
9/1/2018	10/31/2018	Provide PDSA professional development to all teachers scheduled in PLC's
7/1/2018	8/31/2018	Create pages in Office 365 with a PDSA planning template for teachers to utilize and upload their work
11/1/2018	6/1/2019	Teachers will complete a PDSA cycle for Q2 and Q3 based on in-house benchmark assessment data
11/1/2018	6/1/2019	Teachers will be provided with feedback on their PDSA cycles for Q2 and Q3

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:	April 10th and April 11th 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.	Students shared they have a good understanding of their learning styles although they were not always able to identify the purpose of tasks completed or why they were learning certain content. Data is being utilized at some level to create small groups and rotations although there was little evidence teachers were using current and ongoing data to improve achievement or high levels of engagement. Some tasks seemed compliance driven. Corcoran High School is primed to continue a targeted focus on instructional planning and lesson delivery. The schools focus is on utilizing data and student engagement. This can be accomplished with a commitment on identified instructional strategies that can be observed in classroom observations. Therefore, it is recommended that by May 2018, the school leader will work with content experts to determine instructional strategies that support high levels of engagement, thinking, and achievement.
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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 May 2019, Teachers will effectively practice instructional strategies associated with personalized learning (targeted instruction, data driven decisions, flexible content and tools, and student reflection and ownership).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Performance on the January NYS Regents, Student Growth Percentile for Low-Income Students, Teachers rated as "Effective" and "Highly Effective"

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.
9/1/2018	6/30/2019	School leaders will provide professional development and guidance for instructional initiatives including personalized learning and formative assessments and other best practices through after school, Saturday Academy in-house, and online professional development offerings.
9/1/2018	6/30/2019	Instructional initiatives based on Personalized Learning will have a quarterly focus of the Personalized Learning Core Four (Targeted Instruction, Data Driven Decisions, Flexible Content and Tools, and Student Reflection and Ownership).
9/1/2018	6/30/2019	Through quarterly Data Driven Instructional meetings, school leaders will analyze cumulative benchmark assessments created by Corcoran High School teachers to develop action plans to improve student success.
9/1/2018	11/1/2018	By November 2018, school leaders will be able to analyze data with instructional strategies through the walkthrough tool that supports high levels of student engagement, thinking and achievement. School leadership will complete 1 walkthrough per teacher each quarter.
11/2/2018	1/31/2019	By February 2019, school leaders will be able to analyze data with instructional strategies through the walkthrough tool that supports high levels of student engagement, thinking and achievement. School leadership, instructional coach, and peers will complete 1 walkthrough per teacher each quarter.

2/1/2019	4/4/2019	By April 2019, school leaders will be able to analyze data with instructional strategies through the walkthrough tool that supports high levels of student engagement, thinking and achievement. School leadership, instructional coach, and peers will complete 1 walkthrough per teacher each quarter.
4/5/2019	6/30/2019	By June 2019, school leaders will be able to analyze data with instructional strategies through the walkthrough tool that supports high levels of student engagement, thinking and achievement. School leadership, instructional coach, and peers will complete 1 walkthrough per teacher each quarter.

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:	April 10th and April 11th 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.	There is an active Student Intervention Team (SIT) that meets weekly with a focus on reviewing student data to identify needs and prioritize based on intensity, review behavior, academic, and grades (BAG). Members consist of grade level teachers, social worker, psychologist, and school counselors. The Principal shared they need to focus on closing the loop on supports given by reviewing and revisiting discussions with possible action plans in place to guide the work. The principal shared there is a need for a larger focus on including parents in this process. There is evidence that the school leader has developed and published a Support Services Handbook for families and staff to communicate opportunities to address students' social and emotional needs. The teachers have received student mediation intervention training to support de-escalation strategies. This has resulted in fewer discipline referrals. The school leader has prioritized the efforts for establishing systems to support students' social and emotional needs that remove barriers to allow for student learning. The Principal shared that there is improvement needed in the area of reporting back to the staff about what discussions are taking place in the SIT meetings. Therefore it is recommended that by June 2018, the School Intervention Team should develop a system	
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 June 2018 the School Intervention Team (SIT) team will create a one page document of how communication of SIT meetings can be accessed and shared. The SIT process will also have an informational session on training on how to assess the document in the opening days of school. Furthermore the SIT team will also share trends of behavior, academic and social-emotional data points for the 2018-2019 school year at each faculty meeting.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance, Student Suspension Rate and Student Discipline Referrals	
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.
7/31/2018	9/4/2018	Establish a process of how to access the SIT Log/Modify and Adjust current SIT procedures flow chart reflect current best practices.
9/4/2018	9/30/2018	Hold an informational session during the first opening days of school to share the SIT process and how to navigate the SIT Log on Office 365.
9/4/2018	6/28/2019	Conduct a monthly check-in for staff concerns regarding students. This process will be completed by teachers completing the triage form/action plan to be submitted to administration for referral.
9/4/2018	6/28/2019	Share weekly SIT notifications for every student discussed at Tuesday SIT meetings. This will be sent to Corcoran.Staff. Teachers will be advised to review SIT Log, as it may pertain to current student rosters.

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:	April 10th and April 11th 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.	Parents interviewed shared they are very impressed with Principal Jennings and her team and can reach out for the most to anyone in the building for answers and support as needed. Principal communication to staff-feedback from Parent teacher conference indicated a need to enhance parent/teacher communication. Principal request- 10 parent phone calls monthly, loogged with a focus on academics, behavior, and should share some positive actions by the students. Principal shared parents recieve a monthly newsletter that includes academic as well as social happenings, Additionally parents recieve messages via Robo calls and monthly newsletters. The school counselors focus has been getting information to parents regarding student's and meeting with students one on one to progress courses for completion to graduation on time, According to the principal data is not always collected in order to determine impact of parental engagement efforts at the school. The school leader is begginging to create structures that allow for parent engagement opportunities to support success. Much of the emphasis has been on creating one way communication methods to increase a culture of partnerships. Therefore it is recoomended that by August 2018, the school leader will enhance the Corcoran Way to increase two
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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 July 2018 Corcoran will develop an instrument or survey that addresses the concerns and input of parent and community stackholders. School leadership will schedule at least two town hall meetings in the community organizations,
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance, Student Drop-Out Rate, Student Discipline Referrals

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.
8/1/2018	6/20/2019	Parents and community stakeholders will be asked to participate in a questionnaire during a variety of school events, such as open house, orientations, Parent Teacher Conferences, plays, musicals, sporting events, etc... in hopes of gathering information to increase parent and community involvement.
7/1/2018	6/20/2019	Contact community organzations to see if they would be willing to let Corcoran host town hall meetings in their buildings. Also determine the logistics that go along with hosting a meeting there such as cost, size and duration. We are working with our parent engagement liason to set up these meetings.
8/1/2018	6/20/2019	Connect with District community engagement personnel to assist in advertising school wide events, such as but not limited to town hall meetings and school surveys.
