

LEA Name:	Syracuse City School District
LEA BEDS Code:	421800010039
School Name:	Nottingham High School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

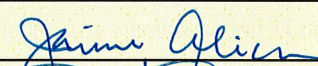

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Website for Published Plan	http://www.syracusecityschools.com/nottingham		

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	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:

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)
September 19, 2017	Nottingham Library	17-Oct-17	Nottingham Library
November 21, 2017	Nottingham Library	19-Dec-17	Nottingham Library
January 16, 2018	Nottingham Library	13-Feb-18	Nottingham Library
March 20, 2018	Nottingham Library	17-Apr-18	Nottingham Library
May 15, 2018	Nottingham Library	12-Jun-18	Nottingham Library

Name	Title / Organization	Signature
David Maynard	Principal	
Lynanne De Tore	Vice Principal	
Anne Daviau	Teacher	
Jodi Burnash	Special Education Teacher	
Donald Little	Teacher	
Thomas Little	Teacher	
Heather Moses	Teacher	
Emily Zieno	Library Media Specialist	
Sarah Snell	Instrucitonal Coach	
Lisa Neville	Parent	

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 checked="" 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 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 checked="" type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |
| <input 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).

The implementation of personalized learning has been most successful from the previous year's plan. We developed SMART goals in both the winter and spring and teachers collaboratively planned a PL lesson, implemented it, and submitted their lesson plan on Canvas. In the winter, 22 personalized learning lessons were submitted. We had 100% of the following departments submit a lesson plan; ELA grades 9,10,12, Foreign Language, Technology, Living Environment, Earth Science, Algebra, Physics. In addition, we had teachers from the following submit lesson plans; ENL, US History, Humanities grade 9, Global Studies, SUPA Psychology, US History and Forensics. In the Spring, teachers also submitted lesson plans on Canvas and the PL team collected data around the SMART goal criteria based on evidence from the lesson plans. In addition, our 9th grade Humanities teachers implemented student-led conferences during the third quarter of the school year in which parents were invited to attend a portfolio presentation by their student which highlighted samplings of writing they have done this year in their Humanities course. We had over 100 families attend the student-led conferences. This was a huge success and the parent feedback was extremely positive.

- 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.

Based on observation/feedback cycles and administrative walk throughs and observations, we decided that we needed to focus on adding appropriate rigor to the personalized learning model that was happening in the classrooms. Specific areas of focus included differentiation for students around one common learning objective and access for all students within the classroom. Those areas of focus were integrated into our winter and spring sprint allowing us to gather data and support teachers needs. Our next step will be focused on student reflection and ownership. Additionally, we had to adjust our plan to minimize the reading gap for incoming 9th grade students. Scheduling students in the program without losing credit bearing classes and data inaccuracies lead to a change in the process of locating qualified students for the program.

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

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

Student-led conferences in 9th and 10th grade for students to demonstrate their learning and increase parent involvement, meeting the social and emotional needs of students by pairing them up with a teacher advocate in the building, and developing a system to track and monitor school-wide practices, instructional practices, and student learning.

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

The social and emotional needs of our students is one thing that will be targeted for improvement. We will strive to give every 9th grade student and first year ENL student one adult as a mentor and support coach. This will be someone that will check in on them and be an advocate for that student during their high school career. Parent involvement in student academics will also be targeted. We had huge success last year with our 9th grade student-led conferences, the intent is to now increase parent participation by extending the conferences to 9th and 10th grade. The need to track and monitor school-wide systems including instructional practices and student learning and how that impacts student achievement is also identified as a targeted need. The school will be looking at how to incorporate multiple data points to progress monitor and improve teaching and learning during content PLC time.

- 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.

All students will be prepared and successful in college or career of their choice when they graduate Nottingham High School.

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

The subgroups targeted in the current plan include 9th grade students and first year ENL students. The goal is to increase the amount of 9th grade students successfully promoted from 9th grade to 10th grade. In addition, we intend to support our ENL first year students in becoming acclimated and advanced in the American education system. Long term goals would be to have less students in these subgroups repeating courses.

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

The Humanities structure in place will continue to show the growth of students ability to produce highly rigorous assignments while pushing students to dive deeper into their learning.

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

Resources and staff to support every student having one adult. Also, time in the schedule for teachers to meet with students.

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

There will be PD provided to the staff before our three personalized learning sprints that have been outlined. The PD, which will be developed by the ALT and PL teams, will focus on accountable talk/academic discourse, differentiation with a purpose, and student ownership and reflection. We will also have quarterly PD designed by the ALT to train and support staff in process and implementation of collaborative data analysis model. Topics for PD cycles include: agendas and protocols, error analysis and identifying trends (BARS), data driven lesson objectives and progress monitoring and feedback.

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

The school initiatives will be highlighted and discussed with parents and the community during Freshman orientation in August 2018 and Curriculum Night in November 2018. Bi-monthly F.A.C.E.S meetings will take place with parents/community. Our Nottingham website will be updated to become more user friendly and we will be expanding our social media to include Facebook and Twitter. Teachers will continue to implement electronic communication with parents via apps, blog, etc.

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

The link for the plan will go out in the school list serve which 2/3 of the school community are a part of including parents and teachers. It will also be accessible through the school website and the parent organization F.A.C.E.S. website. Additionally, the initiatives will be highlighted and discussed with parents and the community during Freshman orientation in August 2018 and Curriculum Night in November 2018.

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 14-15, 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 DTSDE review indicated that while the Humanities group is collaborating in a highly structured and productive meeting that enhances instruction, other PLCs are not meeting as the same high functioning level. We will develop the same type of high functioning model in our other PLC groups.
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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 October 2018, Algebra, Geometry, and Living Environment department PLC meetings will implement the Humanities model of collaboration to progress monitor student learning, make data driven decisions, and participate in student work analysis (inquiry cycles) as evidenced by the quarterly collaboration data meeting minutes and inquiry cycle evidence/data uploaded to Canvas by PLCs (see tenet 3).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Weekly administrative meetings with identified grades to set goals and analyze data so that the entire group can adjust when data indicates necessary. Office 365 and Canvas will be used to document evidence from meetings and collect 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
Aug-18	Aug-18	Administrative staff will meet and create consistent expectations for collaborative PLC meetings. They will also be assigned one of the core content areas to oversee throughout the year.
4-Sep-18	4-Sep-18	Administrative staff will meet with their respective content area and introduce PLC meeting expectations and share the timeline for collaboration
5-Sep-18	5-Sep-18	Content areas will be given time to create meeting schedule, assign roles, develop protocols for meetings with support of Instructional coach and administrator.
1-Sep-18	1-Jun-19	PLCs will attend quarterly PD that is designed to train and support in the collaborative data analysis model.
1-Sep-18	18-Sep-18	Quarterly training #1 (agendas & protocols)
1-Dec-18	18-Dec-18	Quarterly training #2 (error analysis & Identifying trends)
1-Mar-19	19-Mar-19	Quarterly training #3 (data driven lesson objectives)
1-Jun-19	18-Jun-19	Quarterly training #4 (progress monitoring & feedback)
1-Sep-18	1-Jun-19	Inquiry cycle (student work analysis) data and evidence uploaded to canvas by department PLCs
1-Nov-18	1-Nov-18	Inquiry cycle progress monitoring checkpoint #1 - upload to Canvas
15-Dec-18	15-Dec-18	Inquiry cycle progress monitoring checkpoint #2 - upload to Canvas
1-Feb-19	1-Feb-19	Inquiry cycle progress monitoring checkpoint #3 - upload to Canvas
15-Mar-19	15-Mar-19	Inquiry cycle progress monitoring checkpoint #4 - upload to Canvas
1-May-19	1-May-19	Inquiry cycle progress monitoring checkpoint #5 - upload to canvas
15-Jun-19	15-Jun-19	Inquiry cycle progress monitoring checkpoint #6 - upload to Canvas

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 14-15, 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.	Teachers across contents will meet collaboratively to analyze data, and utilize results to plan instruction that meets the specific skill deficits of all students, leading to increased achievement.
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 2019, 85 % of teachers across contents will participate in collaborative data analysis meetings to identify trends in skill deficits, and utilize results to plan learning intentions and deliver targeted instruction that leads to increased student engagement in higher level thinking and mastery of lesson objectives, as measured through performance on various classroom assessments and high stakes exams.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • Reports from data meetings with coaches and facilitators (attendance, protocols, findings, lesson plans) • Inquiry cycle feedback • Walk through observation data • Benchmarks, interims, STAR 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
1-Sep	Jun-19	Quarterly PD designed by Academic Leadership Team – train and support staff in process and implementation of collaborative data analysis model. Topics for PD cycles include: <ul style="list-style-type: none"> • Agendas & Protocols • Error analysis & Identifying trends (BARS) • Data Driven Lesson objectives • Progress Monitoring & Feedback
1-Sep	Sep-18	Quarterly training in the collaborative data analysis model - topic TBD
1-Dec	Dec-18	Quarterly training in the collaborative data analysis model - topic TBD
1-Mar	Mar-19	Quarterly training in the collaborative data analysis model - topic TBD
1-Jun	Jun-19	Quarterly training in the collaborative data analysis model - topic TBD
September, 2018	June, 2019	Create / Continue systems for collaboration across contents to include support and facilitation of inquiry cycles: <ul style="list-style-type: none"> • Developing the process & reporting out • Gathering effective data sources • Identify skill deficits and trends • Using results to plan and deliver targeted instruction • Providing specific and timely feedback • Collecting new evidence • Re-assessing for mastery
Sep-18	Jun-19	Staff will meet weekly by department or team during common planning time to engage in student work analysis
1-Nov-18	1-Nov-18	Inquiry cycle progress monitoring checkpoint #1 - teams will share outcomes of targeted instruction via Canvas
15-Dec-18	15-Dec-18	Inquiry cycle progress monitoring checkpoint #2 - teams will share outcomes of targeted instruction via Canvas
1-Feb-19	1-Feb-19	Inquiry cycle progress monitoring checkpoint #3 - teams will share outcomes of targeted instruction via Canvas
15-Mar-19	15-Mar-19	Inquiry cycle progress monitoring checkpoint #4 - teams will share outcomes of targeted instruction via Canvas
1-May-19	1-May-19	Inquiry cycle progress monitoring checkpoint #5 - teams will share outcomes of targeted instruction via Canvas
15-Jun-19	15-Jun-19	Inquiry cycle progress monitoring checkpoint #6 - teams will share outcomes of targeted instruction via Canvas
18-Sep-18	18-Sep-18	ELA and SS teams will report out on successes and challenges of data meetings at faculty meetings. Findings and results will be celebrated and supported as needed.
18-Dec-18	18-Dec-18	Math and Science teams will report out on successes and challenges of data meetings at faculty meeting. Findings and results will be celebrated and supported as needed.
19-Mar-19	19-Mar-19	Language and Technology teams will report out on successes and challenges of data meetings at faculty meeting. Findings and results will be celebrated and supported as needed.
19-Jun-19	19-Jun-19	Art and Music teams will report out on successes and challenges of data meetings at faculty meeting. Findings and results will be celebrated and supported as needed.

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 14-15, 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.	Teachers will address the specific skill needs of students at all ability levels that results in rigorous thinking and inquiry based classroom discourse. Teachers will utilize specific instructional practices, including the personalized learning Core 4 and accountable talk, to push student thinking and shift to more student ownership of learning in the classroom.
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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 June, 2019, 85% of teachers will participate in three PL sprints (Fall, Winter, Spring) by collaborating, planning and implementing a lesson plan specific to student reflection and ownership, data driven differentiation, and accountable talk/academic discourse as evidenced by observation/feedback cycles, administrative walk throughs and lesson plan analysis/data collection by PL team.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Collaboration structures for common planning time, interim assessment data and data meetings, classroom observation/feedback cycles by instructional coach, January Regents exam scores.

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.
Sept. 2018		Back to school professional development - student ownership and reflection - introduce fall sprint plan
11-Sep-18	11-Sep-18	Faculty meeting - Review fall sprint SMART goal (student reflection/ownership) - must submit lesson plan on Canvas by November 9th for PL team to review and collect data.
Sep-18	Nov-18	Designated time for Fall sprint (student reflection/ownership)
4-Dec-18	4-Dec-18	Staff meeting to share collected data from fall sprint and introduce winter sprint plan - data driven differentiation Must submit lesson plan on Canvas by February 15th for PL team to review and collect data
8-Jan-19	15-Feb-19	Designated time for winter sprint (differentiation with a purpose)
March 12, 2019	12-Mar-19	Staff meeting to share collected data from Winter sprint and introduce spring sprint plan - Academic discourse/accountable talk Must submit lesson plan on Canvas by May 22nd for PL team to review and collect data
9-Apr-19	22-May-19	Designated time for Spring sprint (academic discourse/accountable talk).
11-Jun-19	11-Jun-19	Staff meeting to share collected data from Spring sprint - present overview of data collect throughout the year

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 14-15, 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 student support team has identified that though they have been focusing on meeting the needs of students they recognize that they are not reaching all students. Therefore, the student support team will evaluate the existing system in place and develop specific action steps to refine and implement a system that meets the social, emotional, and learning needs of 9th graders first year ENL students in the building. Each student from this subgroup will have an identified support coach that they can utilize throughout the year, as well as, pre-scheduled meetings with his/her support coach.
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 2019, 100% of 9th graders and first year ENL students will have a support coach in the building to support their social, emotional, and learning needs as measured by quarterly student survey data, BAG data, and SIT data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Quarterly student surveys to provide data about support coach participation, interaction, and intervention. These will include the number of contacts where the support coach reached out to the student as well as the number of the times the student reached out to the support coach.

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.
Jul-18	Aug-18	Master schedule created that allows for period 3 to be extended one time per month for teachers to meet with students
Jun-18	Aug-18	Building principal and chief building rep will collaborate to develop a suggested support coach curriculum for the 2018-2019 school year
Sep-18	Sep-18	Opening day of school PD - what is a support coach? Facilitated by the student support team, all faculty will be required to attend. This will help teachers know their role as a support coach.
September 12, 2018	Sep-18	MP 1 grade level expectations assemblies. Principal presents support coach overview and first quarter goals and expectations based on developed curriculum.
September 17, 2018	September 21, 2018	Support coach meeting #1 during period 3. Students will complete feedback form on Office 365
October 22, 2018	October 26, 2018	Support coach meeting #2 during period 3. Students will complete feedback form on Office 365
November 5, 2018	November 9, 2018	MP 2 grade level expectations assemblies. Review data from MP1 and preview MP2 support coach meeting objectives
November 26, 2018	November 30, 2018	Support coach meeting #3 during period 3. Students will complete feedback form on Office 365
December 17, 2018	December 21, 2018	Support coach meeting #4 during period 3. Students will complete feedback form on Office 365
14-Jan-19	January 18, 2019	Support coach meeting #5 during period 3. Students will complete feedback form on Office 365
February 4, 2019	February 8, 2019	MP 3 grade level expectations assemblies. Review data from MP2 and preview MP3 support coach meeting objectives
February 25, 2019	March 1, 2019	Support coach meeting #6 during period 3. Students will complete feedback form on Office 365
March 25, 2019	March 29, 2019	Support coach meeting #7 during period 3. Students will complete feedback form on Office 365
April 1, 2019	April 5, 2019	MP4 grade level expectations assemblies. Review data from MP3 and preview MP4 support coach meeting objectives
April 29, 2019	May 3, 2019	Support coach meeting #8 during period 3. Students will complete feedback form on Office 365
May 27, 2019	May 31, 2019	Support coach meeting #9 during period 3. Students will complete feedback form on Office 365
June 10, 2019	June 14, 2019	Support coach meeting #10 during period 3. Students will complete feedback form on Office 365

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 14-15, 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.	We will develop specific opportunities resulting in parents being able to more actively support their students' education. These opportunities will include students taking active leadership roles in their education while informing parents of necessary information.
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 March, 2019, 100% of 9th and 10th grade students in the designated Humanities block will lead conferences with their families to present various forms of writing and academic tasks resulting in greater family engagement and student ownership as evidenced by parent sign in sheet, academic growth from report card and improved BAG data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Family member/guardian/mentor attendance at student led conferences as recorded by a sign-in sheet. BAG data showing overall improved attendance and grades with decreased behavioral incidents during Humanities periods in grades 9 and 10.

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.
Sep-18	Sep-18	School leaders will describe the student led conferencing Initiative at all school events attended by families including the Grade 9/New Student Welcome Cookout and Fall Curriculum Night.
Sep-18	Sep-18	Student led conferences will be explained at grade level expectations assemblies for grades 9 and 10.
Oct-18	Oct-18	School leaders will describe the student led conferencing initiative in a Rob call to the entire school community with translation in the 5 major languages.
Nov-18	Nov-18	School leaders will describe the student led conferencing initiative in a back to school letter mailed to all families.
September and February if conferences are March	March	Student led conferencing initiative information will be shared through the F.A.C.E.S. of Nottingham listserv and social media sites with translation in the 5 major languages
Jan-19	Mar-19	Families with students in Grades 9 and 10 will be contacted by mail and phone call by their student's (teacher/counselor/Family Engagement Worker) with save the date and time information at least one month and again by phone one week prior to their student's conference
Mar-19	Mar-19	Families with scheduling or transportation conflicts will be provided the opportunity to participate remotely via speaker phone call or to reschedule the conference including in neighborhood location
February (if March conferences)	March	Nottingham High School's Family Engagement Worker will focus on communicating the important opportunity of these conferences with families and supporting their participation in any way possible including making phone calls to families identified by the SIT and Student Support Services Staff as being at greater risk of limited school success
Jan-19	Mar-19	Follow up plans will be created for families identified by the SIT and Student Support Services Staff as being at greater risk of limited school success
Mar-19	Mar-19	9th and 10th grade student-led conferences will be held at Nottingham High School
Apr-19	Apr-19	Families who do not attend their student's conference will receive a written summary of their student's conference and a follow up phone call from a member of the student's Humanities team or the Family Engagement Worker to share the outcome and importance of meeting and record and address any questions or concerns.