

LEA Name:	Auburn Enlarged City School District
LEA BEDS Code:	050100010007
School Name:	Owasco Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 School Comprehensive Education Plan (SCEP)

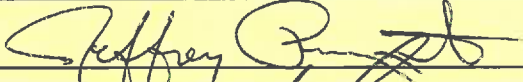
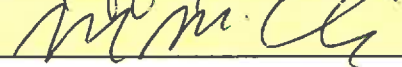
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Website for Published			

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 ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Mr. Jeffrey Pirozzolo	7/25/17
President, B.O.E. / Chancellor or Chancellor's		Mr. Michael McCole	7/25/17

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.

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 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 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 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 PBIS brought a reduction of discipline referrals in the common areas in the building and improved overall school climate around behavior.

- 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.

PBIS was rolled out into classrooms beginning in March as a result of review of discipline data. This is a focus of the building for the 2017-2018 school year to have consistent implementation building wide to continue to meet the needs of all student

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

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

Implementation of Remind and School Messenger for electronic communications to parents, PBIS in the classroom, Review of best teaching practices with and without technology to improve student engagement

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

Increase in student learning needs, Increase support for student social, emotional and developmental support.

- 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 vision as the Owasco school community is to inspire a passion for learning. We will create a learning environment where everyone shows kindness, responsibility and safety. Today, tomorrow and into the future Owasco Owls will possess the knowledge and skills to become problem solvers and lifelong learners. At Owasco Elementary we will build positive relationships between community members, parents, staff and students.

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

Students will see at 5 percent increase in students reaching Core on DIBELS, and 5% increase in building average SGP on STAR reading.

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

School committees will monitor the implementation of ELT, PBIS, and family engagement

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

Time, Teacher support for initiatives. Will be addressed through set schedule to ensure committees meet and professional development for staff as needed.

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

Technology implementation - for both electronic communications with parents and with digital learning in the classroom. This will occur during building professional development time, grade level meetings and faculty meetings. Staff will need ongoing support for the implementation of the initiatives.

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

Staff, student and family surveys, grade level meetings, faculty meetings, Data Inquiry Team meetings, parent engagement school events, communication tool (technology), feedback provided to staff through use of informal classroom visits

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

School website

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

This school houses a UPK classroom. Principal frequently visits students and engages with teachers in those classrooms. Kindergarten orientation is scheduled in August. Students are assessed during kindergarten registration. Teachers and psychologist visit all UPK sites and participate in a transition plan. UPK utilizes precursor, Happily Ever After, to the K-2 Superkids program. My Math is utilized prek-5. A shift is being made to the Math Modules for grades K-3. Pre-k has been part of that planning process and will enhance their program with Module resources.

School Information Sheet

School Information Sheet							
Grade Configuration	K-6	Total Student Enrollment	439	% Title I Population	100	% Attendance Rate	95
% of Students Eligible for Free Lunch	44	% of Students Eligible for Reduced-Price	2	% of Limited English Proficient Students	0	% of Students with Disabilities	10

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	0	% Black or African American	4	% Hispanic or Latino	3	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	85	% Multi-Racial	8

School Personnel							
Years Principal Assigned to School	2	# of Assistant Principals	0	# of Deans	0	# of Counselors / Social Workers	0.5
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	3	Average # of Teacher Absences	6.5

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	Yes
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	Yes	Identification for High School Graduation Rate?	n/a
ELA Performance at Level 3 and Level 4	26/116	Math Performance at Level 3 and Level 4	39/99	Science Performance at Level 3 and Level 4	33/35	Four-Year Graduation Rate (HS Only)	n/a
% of 1st Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	n/a	Six-Year Graduation Rate (HS Only)	n/a
Persistently Failing School (per Education Law 211-f)	n/a	Failing School (per Education Law 211-f)	n/a				

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
x	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
x	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
x	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that were re-identified on the February 2016 list were required to implement more rigorous interventions focused on the needs identified through their DTSDE reviews. Focus Schools were required to implement at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) no later than the 2016-17 school year. The SCEP must describe the schools plan for intensive implementation of the selected Turnaround Principle and Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. Below provide an update on the implementation of the selected principle.

More information about the Turnaround Principles can be found at: <https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc>

1. Describe the current stage of implementation of the Turnaround Principle the school chose to begin implementing in 2016-17?

The school implemented Extended Learning time at all grade levels in order to address specific students' needs based on data reviewed during Data Inquiry meetings.

2. Identify the method for evaluating implementation of the Principle and any adjustments that have been made based on the evaluation. Include of the data sources used and trends identified from analysis.

Evaluation of Extended Learning time and Data inquiry team meetings was completed through the collection of minutes and agendas. Classroom walkthroughs were completed during extended learning time. Response to intervention referrals and meeting minutes were reviewed. Adjustments were made to the process for tracking how students needs are being being addressed.

3. How will the school continue to monitor and make adjustments to implementation?

The school will continue to monitor through the use of a digital form, which includes class lists with students strengths and needs identified. The form will also be utilized during all Data Inquiry meetings and response to intervention meetings throughout the year to monitor and adjust student groupings and skills being addressed.

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:		March 22, 23 2017
B2. DTSDE Review Type:		NYSESED IIT Review
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Based on feedback provided on end of year staff survey completed by Owasco Elementary staff, support and professional development in digital teaching and learning was identified as an area in need in order for staff to implement the available technology appropriately in classrooms to improve student engagement.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2018, 100% of building committee and faculty meetings will use digital tools for reciprocal communication with their staff in order to model digital teaching and learning and support responsive school environment as evidenced by meeting agendas and minutes for faculty, grade level meetings, and building level committees including Google Drive/Classroom announcements, assignments, and activities for each of these groups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Faculty meeting assignment completion, List of off types of PD opportunities given and attendance at each.
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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/17	6/7/18	Activity: Staff members will participate in google classroom activities during building meetings in order to gain the skills for classroom implementation Person(s) Responsible: Principal, Teachers Who will Participate: Principal, Teachers How Often: Monthly Impact: Teachers will be provided opportunities to use skills learned in the role of the student and the teacher

9/1/17	6/30/18	<p>Activity: Staff will be surveyed to determine the level of need/understanding of digital mediums. Results will be used to determine PD for individual staff members</p> <p>Person(s) Responsible: Principal, Library Media Specialist</p> <p>Who will Participate: Principal, Teachers</p> <p>How Often: Monthly</p> <p>Impact: Teachers will be provided the opportunity to acquire skills based on their individual digital readiness</p>
10/1/17	6/30/18	<p>Activity: During informal classroom visits school administrators will look for technology usage for student engagement</p> <p>Person(s) Responsible: Principal, Computer Clerk, Library Media Specialist</p> <p>Who will Participate: Principal, Teachers</p> <p>How Often: Monthly</p> <p>Impact: Accountability to teachers about accessing and using technology available in the building</p>

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
B1. Most Recent DTSDE Review Date:		March 22 & 23 2017
B2. DTSDE Review Type:		NYSED IIT Review
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Based on student trend data on DIBELS and STAR benchmarks Owasco Elementary needs to focus on program fidelity and instructional best practices.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2018, school leaders will complete quarterly informal classroom visits in order to provide teachers feedback, monitor curriculum implementation fidelity and instructional best practices as evidenced by 5% improvement in student growth on STAR and DIBELS benchmark assessments
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		number of informal classroom visits completed quarterly, DIBELS Benchmark assessments, STAR Assessments
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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/17	6/30/18	Activity: Grade levels will meet regularly to analyze data from STAR and DIBELS to inform teachers of student learning needs Person(s) Responsible: Principal, Curriculum Director Who will Participate: Teachers, Principal, Curriculum Director How Often: Quarterly Impact: Identify individual/group learning needs

9/1/17	6/30/18	<p>Activity: Grade levels will meet regularly to discuss best instructional practices to support the learning needs of students</p> <p>Person(s) Responsible: Principal, Curriculum Director</p> <p>Who will Participate: Teachers, Principal, Curriculum Director</p> <p>How Often: Bi-Monthly</p> <p>Impact: Increase teacher instructional best practices</p>
11/1/17	6/30/18	<p>Activity: Principal will monitor the effective use of ELT time by teachers</p> <p>Person(s) Responsible: Principal, Coach, Curriculum Director</p> <p>Who will Participate: Teachers</p> <p>How Often: Throughout the year</p> <p>Impact: Collect data to inform planning sessions with teachers</p>
9/1/17	6/30/18	<p>Activity: Student performance data will be shared with staff quarterly</p> <p>Person(s) Responsible: Principal, Curriculum Director</p> <p>Who will Participate: Principal, Teachers</p> <p>How Often: Fall, Winter, Spring</p> <p>Impact: Teacher awareness and understanding of the data we have available</p>

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:	March 22, 23, 2017
B2. DTSDE Review Type:	NYSED IIT Review

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on student trend data on DIBELS and STAR benchmarks Owasco Elementary needs to analyze and use data to inform instructional best practices to meet student learning needs.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, 100% of staff will implement the student feedback protocol in order to provide specific timely feedback to student as evidenced by a 5% improvement in student growth on STAR and DIBELS benchmark assessments.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student growth by classroom on DIBELS Benchmark assessments, STAR Assessments, examples of student feedback on student work, school leader discussions with students about their work
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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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
10/1/17	6/30/18	Activity: School leaders will meet individually with instructional staff 2 times per year to discuss student growth data Person(s) Responsible: Principal, Curriculum Director Who will Participate: Teachers, Principal, Curriculum Director How Often: Quarterly Impact: Identify individual/group learning needs
9/1/17	6/30/18	Activity: School leaders will complete informal classroom visits looking for the use of the student feedback protocol Person(s) Responsible: Principal, Curriculum Director Who will Participate: Teachers, Principal, Curriculum Director How Often: Bi-Monthly Impact: Increase teacher instructional best practices
9/1/17	6/30/18	Activity: School leaders will meet with students to discuss student work Person(s) Responsible: Principal, Curriculum Director Who will Participate: Principal, Teachers, students How Often: Throughout the school year Impact: Students will be able to describe what they were expected to learn, whether they had and how the need to improve

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
B1. Most Recent DTSDE Review Date:		March 22 & 23, 2017
B2. DTSDE Review Type:		NYSED IIT Review
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Based on discipline data in Schooltool showing classrooms as the highest location for referrals, Owasco Elementary needs to implement PBIS in all classrooms to support the SEDH needs of all students.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2018, 100% of staff will implement PBIS in classrooms in order to support the SEDH needs of all students as evidenced by a 5% decrease in classroom referrals
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Classroom discipline referrals on minor forms and Schooltool major 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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/17	6/30/18	Activity: School leaders will make regularly scheduled classroom visitations to monitor implementation of PBIS Person(s) Responsible: Principal, Director of Early Learning Who will Participate: Principal, Director of Early Learning, Teachers How Often: Monthly Impact: Implementation of consistent language for behavior expectations in all classrooms

10/1/17	6/30/18	Activity: The PBIS team will monitor school classroom discipline data monthly during meetings Person(s) Responsible: PBIS Team Who will Participate: Teachers How Often: Monthly Impact: Staff awareness of the behaviors being consistently seen and understanding of what behaviors we need to teach
8/1/17	9/7/17	Activity: PBIS team will develop a plan for classroom implementation to be presented at the first faculty meeting of the year Person(s) Responsible: PBIS team, Principal Who will Participate: PBIS team, all building staff How Often: September faculty meeting Impact: Staff will have an understanding of implementation throughout the school year
9/1/17	6/30/17	Activity: PBIS team will provide monthly support for implementation during faculty meetings Person(s) Responsible: PBIS team, Principal Who will Participate: PBIS team, all building staff How Often: Monthly Impact: Staff will have an understanding of implementation throughout the school year
9/1/17	6/30/17	Activity: PBIS team will provide monthly data with staff during faculty meetings Person(s) Responsible: PBIS team, Principal Who will Participate: PBIS team, all building staff How Often: Monthly Impact: Staff will have an understanding of implementation throughout the school year
8/1/17	6/30/17	Activity: PBIS team will develop PBIS resources for parents to be shared at school events throughout the school year Person(s) Responsible: PBIS team, Principal Who will Participate: PBIS team, all building staff How Often: Monthly Impact: Parent support and understanding of PBIS

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:		March 22 & 23, 2017
B2. DTSDE Review Type:		NYSED IIT Review
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Based on feedback from parent survey completed in the spring of 2017 the Owasco school needs to provide additional opportunities for partnerships and open communications between parents and staff. Parent survey results stated the teachers provided enough information about classroom activities. However the number one responses for not enough information was about academic progress.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By June 30, 2018, 100% of staff will utilize electronic communication as the primary medium to communicate with parents and families in order to increase communications about student academic achievement as evidenced by 10% increase in positive parent responses on the end of year survey about the new electronic communication tool.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Parent student and staff Surveys, School messenger data, Remind participation building level and individual classrooms, administrator of monitoring of communications from staff to parents
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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/17	6/30/18	Activity: Establish parent communication through use of a communication app that delivers classroom information Person(s) Responsible: Principal, Teachers Who will Participate: Principal, Teacher How Often: Throughout the school year Impact: Improved reciprocal communication with families
9/1/17	6/30/18	Activity: Principal will be monitor staff usage of the communication tool by being a member of each class group. Person(s) Responsible: Staff, Principal Who will Participate: Staff, Principal How Often: Monthly Impact: Staff will implement the tool as a form of communication with parents

9/1/17	6/30/18	Activity: A count of parent attendance will be kept at all school events Person(s) Responsible: Staff, Principal Who will Participate: Staff, Principal How Often: Throughout the school year Impact: Increase of parent participation in school events
9/1/17	10/1/18	Activity: Parent support for the use of the tool will be provided at open house Person(s) Responsible: Staff, Principal Who will Participate: Staff, Principal How Often: Open House Impact: Provide parents with support for use of the tool
5/1/18	6/30/17	Activity: End of year survey will be completed by parents, and staff about the use of the tool Who will Participate: Staff, Principal How Often: June Impact: Provide feedback to school leaders and staff about the effectiveness of the implementation