

ENTER DATA INTO ALL YELLOW CELLS.

LEA Name:	Dryden Central School District
LEA BEDS Code:	61030106000000001
School Name:	Dryden Elementary School

2018-2019 School Comprehensive Education Plan (SCEP)


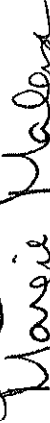
Contact Name	Earlene Carr	Title	Interim School Principal
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Website for Published Plan			

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		Joshua Bacigalupi	28. Aug. 2018
President, B.O.E. / Chancellor or Chancellor's Designee		Margie Malepe	8/28/18

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)
May 8, 2018	Dryden Elementary School		
May 9, 2018	Dryden Elementary School		
May 21, 2018	Dryden Elementary School		
June 12, 2018	Dryden Elementary School		
June 18, 2018	Dryden Elementary School		
Name	Title / Organization	Signature	Signature
Earlene Carr	Interim Principal, Dryden Elementary School		
Brett King	Assistant Principal, Dryden Elementary School		
Peter McCarthy	Consultant		
Kathy Poole	Parent / Math AIS		
Dana Bell	Parent / Reading AIS		
Mary McGrattan	Math Coach		
Mary Wright	ELA Coach		
Sarah Powell	Primary Teacher		
Lisa Schug	Intermediate Teacher		
Amanda Jones	SLP		
Kelly Lutz	Music Teacher		
Jennifer Warner	Paraprofessional		
Kristin Kashuba	Special Education Teacher		

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school years 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").

Limited Degree (Fewer than 20% of goals were achieved.)	
Partial Degree (Fewer than 50% of goals were achieved.)	
Moderate Degree (At least 50% of goals were achieved.)	X
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").

Limited Degree (Fewer than 20% of activities were carried out.)	
Partial Degree (Fewer than 50% of activities were carried out.)	
Moderate Degree (At least 50% of activities were carried out.)	
Major Degree (At least 90% of activities were carried out.)	X

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").

Limited Degree (No identified subgroups improved achievement.)	
Partial Degree (Some of the identified subgroups improved achievement.)	X
Moderate Degree (A majority of identified subgroups improved achievement.)	
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").

Limited Degree (There was no increase in the level of Parent Engagement.)	
Partial Degree (There was a minor increase in the level of Parent Engagement.)	
Moderate Degree (There was modest increase in the level of Parent Engagement.)	X
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").

Limited Degree (Fewer than 20% of planned activities were funded.)	
Partial Degree (Fewer than 50% of planned activities were funded.)	
Moderate Degree (At least 50% of planned activities were funded.)	
Major Degree (At least 90% of planned activities were funded.)	X

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

Tenet 1: District Leadership and Capacity	
Tenet 2: School Leader Practices and Decisions	
Tenet 3: Curriculum Development and Support	
Tenet 4: Teacher Practices and Decisions	

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 the implementation of the first year of PBIS went as planned and received school-wide support throughout the year. Many more behaviors were handled in the classroom so students did not miss as much instructional time as in previous years. Also, staff have started to utilize and talk about data on a more regular basis with administration and at times with their colleagues in order to plan instruction for students.

- 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 Our mid-year review illuminated the negative impacts that the SCEP walkthroughs were having on the morale of the school. This information was measured against the positive impacts of a focus on differentiated reading instruction and implementing previous goals (Learning targets, checks for understanding, and higher order thinking questions). By March, in light of the progress demonstrated by the DES staff in using the IDGO to differentiate, a decision was put forward to halt the SCEP walkthrough to move toward a walkthrough that was perceived to be less evaluatory and threatening to staff. Based on the teachers use of data to plan reading instruction this year we will be extending this protocol to help differentiate teachers math instruction.

In developing the CURRENT YEAR'S PLAN:

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

This years plan revolves around the following initiatives:

Building a school wide mission and vision in order to build morale and set a guiding course.
Utilizing common planning time for regularly scheduled grade level data discussions and P.D.
The use of systematic progress monitoring for all students in various tiers.
Increasing student performance in ELA and Math Assessment.
Continuing our work to Implement PBIS and lower the number of office referrals.
Increase the home school communication using various means.

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

Based on the most recent DTSDE review the following needs were identified for the building:

The school currently lacks a vision, has inconsistencies in communication, and has had inconsistent support from school leaders which has lead to an overall feelings of stress.
The school currently has inconsistency in planning for differentiation, formative assessments, use of data for grouping and other strategies designed to meet the needs of all students.
Teachers in the school are at varying stages in the implementation of the use data in order to determine specific strategic practices that provide students with consistent high levels of engagement, thinking, and achievement.
Teachers are in need of clarification and support for recording behavioral data, and continuing the implementation of the PBIS program at all levels.
There is a need to increase communication about various types of information between parents and the school.

- 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.

At this point there is no specific mission or guiding principles for the school specifically. The Dryden Central School mission that we are currently using as our guiding principle states: "Dryden schools promote academic achievement and youth development, preparing students for lives of productive employment, sound relationships, and responsible citizenship in our community and the world." The identified needs of DES are to raise achievement in ELA and Math on NYS assessments.

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

There will be a 5% increase in the number of students achieving at/above benchmark status using the STAR reading and math assessments (nationally normed sampling) per grade level as compared to the fall benchmark results.

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

A reworking of the master schedule to include a one hour daily common planning period with one of these periods set aside every four days for data discussions that will include teachers, administrators, and coaches, and will focus planning around making instructional decisions based on data. Data Discussion times will also allow for bite size professional development to be offered to grade levels that is differentiated to meet their specific needs. These two types of administrative support, data-informed instruction and differentiated PD, will address the teachers need for more support from administrators. Teachers will also have more time for collaborative discussions at their grade levels during various components of their day to help plan the sharing of students across grade levels to provide more targeted instruction.

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

A major barrier to these structures will be teachers learning how to best make use of the Data Discussion Structure, as well as the logistical obstacles of sharing students between classrooms and the communications that are involved with this process.

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

Administration will be in contact with the local BOCES and the curriculum director to establish a professional development calendar that will cover topics including increasing opportunities for student led learning, progress monitoring at various levels, and establishing protocols for data discussion meetings, as well as responding to problematic behaviors in the classroom.

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

The school leaders will utilize the SIP/SDM team to help coordinate the mission and vision work at faculty meetings and through other small group meetings. In addition administration working with our academic coaches will coordinate teachers at the data discussion meetings to not only discuss student performance but also supply grade level specific P.D. in bite size pieces so staff can internalize it easier.

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

This plan will be posted on the school/district's website, it will be electronically disseminated to all staff members in the building, it will be presented at a faculty meeting as well as a PTA meeting in the beginning of the school year August/September, and will be reviewed throughout the school year at least 4 times by the SIP/SDM team, and the PTA to monitor progress on it.

Tenet 2: School Leader Practices and Decisions

<p>Tenet 2 – School Leader Practices and Decisions</p>		<p>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.</p>
<p>B1. Most Recent DTSDE Review Date:</p>		<p>3/1/2018</p>
<p>B2. DTSDE Review Type:</p>		<p>DTSDE District Led School Review</p>
<p>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</p>	<p>The findings of the 2017-18 DTSDE District-Led School Review indicated a lack of vision, inconsistencies in communication, inconsistent support from school leaders and overall feelings of stress. Only 28.3 percent of staff report “Our school has a positive and upbeat school culture.” The school leader needs to be visible in the classroom, corridors, and at events in order to engage with students, staff, parents and community members to communicate a shared vision of success.</p>	
<p>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>By June 2019, 50% of staff will indicate on a staff survey that they believe there has been an improvement in school culture.</p>	
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Classroom Walkthrough Data, APPR Data, Staff and stakeholder created Survey data</p>	
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>	<p>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</p>
<p>June 2018</p>	<p>August 2018</p>	<p>A master schedule will be developed in collaboration with staff that includes common language to identify time blocks, ensures all students are receiving a minimum of 90 minutes of ELA and 60 minutes of math instruction per day, and includes time for data discussions between administrators and teachers and opportunities for teachers to meet to collaboratively plan lessons.</p>
<p>September 2018</p>	<p>December 2018</p>	<p>School Leaders will complete at least one APPR observation by December 1 for all teachers.</p>
<p>September 2018</p>	<p>February 2019</p>	<p>School Leaders will collaborate with staff to develop Mission and Vision statements.</p>
<p>June 2018</p>	<p>June 2019</p>	<p>School leaders will conduct monthly non-evaluative visits to classrooms to build relationships.</p>
<p>June 2018</p>	<p>December 2018</p>	<p>School leaders will ensure that any teacher receiving a developing or ineffective indicator on their first APPR evaluation will receive individualized support (i.e. peer collaboration, coaching, or administrative consultation).</p>
<p>January 2019</p>	<p>June 2019</p>	<p>School leaders will analyze APPR results to determine trends for improvement (areas of more than 3 developing/ ineffective teachers in specific areas) and offer targeted assistance (targeted Professional development for area of need) to these specific groups.</p>
<p>June 2018</p>	<p>June 2019</p>	<p>Faculty meetings will include explicit agenda items to address school culture</p>
<p>June 2018</p>	<p>June 2019</p>	<p>School leaders will participate as a team member and provide guidance and consistent expectations for data meetings</p>
<p>June 2018</p>	<p>June 2019</p>	<p>School leaders will create a schedule for 3 benchmark building wide data discussions to discuss grade level and building level trends</p>

Tenet 3: Curriculum Development and Support

<p>Tenet 3 - Curriculum Development and Support</p>	<p>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.</p>	
<p>B1. Most Recent DTSDE Review Date:</p>	<p>3/1/2018</p>	
<p>B2. DTSDE Review Type:</p>	<p>DTSDE District Led School Review</p>	
<p>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</p>	<p>The findings of the 2017-18 DTSDE District-Led School Review indicated inconsistency in planning for differentiation, formative assessments, use of data for grouping and other strategies designed to meet the needs of all students. In order to assure rigorous and coherent curricula and assessments that are appropriately aligned to the CCLS are utilized the school will develop systems and curriculum based tools to monitor, collect, and analyze classroom data.</p>	
<p>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal</p>	<p>75% of the common grade level planning meetings (Data Discussion) agendas will include documentation of the purposeful use of data to inform curriculum and instruction, according to analysis of Data Discussion agendas.</p>	
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Classroom Walkthrough Data , Teacher Attendance at Professional Development, Data Discussion Meeting minutes</p>	
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>June 2018</p>	<p>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</p>
<p>June 2018</p>	<p>August 2018</p>	<p>ELA workgroup representatives, Director of C & I, and administration will purchase the DRA 2 Plus Progress Monitoring Tool to cohesively create Tier I progress monitoring for all students.</p>
<p>June 2018</p>	<p>October 2018</p>	<p>Director of Curriculum and Instruction, building level coaches, and reading teachers will collaboratively identify, and publish for all stakeholders progress monitoring tools to support the Intervention and Extension in order to demonstrate student mastery of targeted skills. (Tier II & Tier III)</p>
<p>December 2018</p>	<p>June 2019</p>	<p>Common grade level planning meeting will work to collaboratively analyze student work and assessments, and reflect on previously created lessons, and reflections from classroom visitations to enhance differentiation of content lessons.</p>
<p>June 2018</p>	<p>June 2019</p>	<p>To monitor if students are making sufficient growth, school leadership and stakeholders will investigate professional development from established trends based on student data to help support targeted instruction.</p>
<p>Aug-18</p>	<p>Jun-19</p>	<p>To determine if the CKLA reading curriculum for grades three through five would target student needs more effectively at least one teacher in each grade level will implement it for the 2018-2019 school year.</p>
<p>Sep-18</p>	<p>Jun-19</p>	<p>To support the CKLA reading implementation, CKLA professional development will be provided to teachers.</p>

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:	3/1/2018
B2. DTSDE Review Type:	DTSDE District Led School 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 are at varying stages in the implementation of the use of data in order to determine specific strategic practices that provide students with consistent high levels of engagement, thinking, and achievement. The school needs to develop collaborative protocols to share best practices and monitor their implementation in order to provide targeted support to teachers.
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 there will be a 5% increase in the number of students achieving at/above benchmark status using the STAR reading and math assessments (nationally normed sampling) per grade level as compared to the fall benchmark results.
D2. Leading indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	STAR Data, Walkthrough Data
E1. Start Date: Identify the projected start 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.
June 2018	Teachers will participate at least 3 times a month in reflective common grade level planning meetings that review formative/summative assessments, student work samples, walkthrough data, progress monitoring data, instructional practices.
June 2018	Teachers will collaboratively complete shared Instructional Differentiation Graphic Organizers (IDGO) during data discussions in order to demonstrate alignment between data, instructional practices, and students served within grade level groupings.
June 2018	APPR observation data will be used to identify teachers in need of additional support after the teachers first round of observations are completed. Depending on the level of need, this support will be provided by peers, instructional coaches, or building administrators.
June 2018	School and District Leaders will analyze walkthrough data to determine schoolwide trends and results and report these findings to staff, using various methods; faculty meetings, email, or paper mailings.
June 2018	Teachers will perform testing of all students receiving Tier I interventions utilize the DRA 2 plus progress monitoring tool and Math fluency assessments for all students receiving Tier I interventions to monitor and adjust reading and math skills groups to ensure instruction is meeting students needs at least every 6-8 weeks.
June 2018	Teachers will create daily lessons that use differentiated learning targets where appropriate, create opportunities for students to monitor their own growth, ask higher order thinking questions, and provide opportunities for student led discussions.

June 2018	June 2019	During common grade level planning session and or faculty meetings PD will be provided on instructional strategies: student talk, rubrics, higher order thinking questions, student tracking own progress at least 4 times throughout the year.
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Tenet 5: Student Social and Emotional Developmental Health

<p>Tenet 5 - Student Social and Emotional Developmental Health</p> <p>B1. Most Recent DTSDE Review Date: 3/1/2018</p> <p>B2. DTSDE Review Type: DTSDE District Led School review</p>	<p>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.</p>										
<p>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</p>	<p>There is a clear need, as indicated in statements and survey responses by teachers, for clarification and support for recording behavioral data, distinguishing between classroom managed behaviors and office referred behaviors, and also for continuing implementation of the PBIS program at all levels. Therefore a plan needs to be created to inform all stakeholders about the proper practices and procedures associated with the the accurate documentation of behavioral incidents. In addition the school needs to continue to strengthen teachers understandings of the three tiers of behavioral supports to help reduce the number of referrals for disruptive and inappropriate behaviors that occur in the school over the 2018-2019 school year.</p>										
<p>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p> <p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>By June, 2019, the number of office-managed student behavioral referrals related to disruptive and/or inappropriate behavior will decrease by 10%.</p> <p>Student Discipline Referrals, Teacher Attendance at Professional Development, Classroom Walk Through Data</p>										
<table border="1"> <tr> <td data-bbox="990 1785 1136 2005"> <p>E1. Start Date: Identify the projected start date for each activity.</p> </td> <td data-bbox="990 1564 1136 1785"> <p>E2. End Date: Identify the projected end date for each activity.</p> </td> </tr> <tr> <td data-bbox="1144 1785 1274 2005"> <p>September 2018 June 2018</p> </td> <td data-bbox="1144 1564 1274 1785"> <p>October 2018 September 2018</p> </td> </tr> <tr> <td data-bbox="1282 1785 1339 2005"> <p>September 2018</p> </td> <td data-bbox="1282 1564 1339 1785"> <p>September 2018</p> </td> </tr> <tr> <td data-bbox="1347 1785 1404 2005"> <p>June 2018</p> </td> <td data-bbox="1347 1564 1404 1785"> <p>June 2019</p> </td> </tr> <tr> <td data-bbox="1412 1785 1461 2005"> <p>June 2018</p> </td> <td data-bbox="1412 1564 1461 1785"> <p>June 2019</p> </td> </tr> </table>	<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>	<p>September 2018 June 2018</p>	<p>October 2018 September 2018</p>	<p>September 2018</p>	<p>September 2018</p>	<p>June 2018</p>	<p>June 2019</p>	<p>June 2018</p>	<p>June 2019</p>	<p>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.</p> <p>All teachers will participate in a refresher of Dryden Elementary School PBIS system handbook and expectations.</p> <p>The PBIS core team will evaluate the current PBIS system based on data collected in the Benchmark Assessment of Quality administered in the spring of 2018 and plan for the following year's implementation, in conjunction with OCM BOCES PBIS consultant.</p> <p>Students will participate in a roll out assembly and direct instruction lessons, led by the PBIS committee, in order to introduce and encourage the school wide behavior expectations for the school year.</p> <p>Teachers will participate in at least 4 Professional Development sessions focusing on the implementation of response to problematic behavior strategies in order to maximize instructional time.</p> <p>School leaders will participate in Professional Development sessions that focus on alternatives to suspension in order to reduce the number of suspensions when offered through OCM BOCES but no later than June of 2019.</p>
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>										
<p>September 2018 June 2018</p>	<p>October 2018 September 2018</p>										
<p>September 2018</p>	<p>September 2018</p>										
<p>June 2018</p>	<p>June 2019</p>										
<p>June 2018</p>	<p>June 2019</p>										

June 2018	June 2019	The PBIS core team, at monthly PBIS data review meetings, will examine student referral data to gain a clear understanding of students that are having difficulties meeting the school behavioral expectations in order to support teachers in implementing tier one PBIS interventions.
June 2018	June 2019	The PBIS team will monitor behavioral data to identify tier one students with chronic behavior problems and recommend specific approaches for teachers and other staff.
June 2018	June 2019	School leadership and PBIS teams will track schoolwide/ classroomwide data to determine the effectiveness of behavioral interventions.
June 2018	June 2019	Students will participate in at least three school wide celebration assemblies led by the PBIS committee and investigate the possibility of adding 2 more school wide assemblies promoting positive SEL concepts in order to recognize and reward those students who consistently display the expected positive behaviors.
June 2018	June 2019	School stakeholders will develop a work group (aligned with the PBIS goals) that will organize school wide activities to promote the PBIS system.
June 2018	June 2019	School leadership and stakeholders will recruit faculty and staff to join a district-wide team to research SEL curriculums.
June 2018	November 2018	School leaders and stakeholders will provide a comprehensive training on Schooltool referrals and RTI view, which will consist of the components of a referral and how to appropriately fill them in, as well as how to access Tier Two behaviors plans in the RTI view to support availability of accurate behavior data.
June 2018	September 2018	School Leadership and social workers will meet during Summer 2018 to review and update Tier II and Tier III planning and tracking.
June 2018	June 2019	School leaders will analyze behavioral data and adjust supervision assignments as needed.
June 2018	June 2019	Administrators and social workers will develop informal behavioral intervention plans for tier two students.

Tenet 6: Family and Community Engagement

<p>Tenet 6 - Family and Community Engagement</p>	<p>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.</p>	
<p>B1. Most Recent DTSDE Review Date:</p>	<p>3/1/2018</p>	
<p>B2. DTSDE Review Type:</p>	<p>DTSDE District-Led School Review</p>	
<p>C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.</p>	<p>Evidence from surveys, parent contacts, and staff indicate a need to increase informational types of communication between parents and school.</p>	
<p>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<p>By June of 2019, 60% of respondents surveyed will indicate they feel connected to Dryden Elementary School.</p>	
<p>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</p>	<p>Parent Attendance at Workshops, survey results</p>	
<p>E1. Start Date: Identify the projected start date for each activity.</p>	<p>E2. End Date: Identify the projected end date for each activity.</p>	<p>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.</p>
<p>June 2018</p>	<p>June 2019</p>	<p>Classroom teachers will supply school leaders with a list of student names that they were unable to contact during regularly planned quarterly contact periods in order to facilitate conversations about the students.</p>
<p>June 2018</p>	<p>June 2019</p>	<p>All teachers will create and send parents a virtual or physical copy of a monthly newsletter which includes academic, social and emotional information and specific suggestions for supporting students based on what is occurring in their classroom or area.</p>
<p>September 2018</p>	<p>November 2018</p>	<p>Teacher, Coaches, and Administrators will work to develop informational flyers that help to explain information presented in reports that are presented to parents about benchmark testing data.</p>
<p>June 2018</p>	<p>June 2019</p>	<p>Teachers, coaches, and administrators will distribute developed flyers to families when formally presenting benchmark testing data during parent conferences or meetings throughout the school year to better help them understand the information.</p>
<p>September 2018</p>	<p>June 2019</p>	<p>School leaders will create four opportunities, such as conversation zones, kiosks, or information centers, within existing school events for families to receive information on helping students with strategies to support math and reading achievement, PBIS, social emotional well-being and understanding student assessment results.</p>
<p>June 2018</p>	<p>June 2019</p>	<p>Teachers will share student monitored data and reflections with families at least three times per year focusing on math fact fluency.</p>

Sep-18	Jun-19	School leaders and stakeholders will create opportunities such as a community resource fair, workshops to strengthen family relationships, and family activity nights with at least one opportunity every two months.
Sep-18	Jun-19	School leaders and stakeholders will plan and organize an end of year celebration with the community to build relationships between the school and home.