

LEA Name:	Johnson City Central School District
LEA BEDS Code:	031502060000
School Name:	Johnson City Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

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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			
President, B.O.E. / Chancellor or Chancellor's Designee			

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").

- 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.)
- 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.)

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.)
- 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.)
- 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.)

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
- Tenet 5: Student Social and Emotional Developmental Health
- 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).

Data meetings were published through a groupwise calendar and shared with faculty. As a result, teachers and school leaders met on a weekly basis with an attendance rate of over 95%. Through the process of establishing protocols and norms in the meetings, instructional practices were impacted through collaboration between instructional staff and school leaders. Professional development delivered in faculty meetings resulted in 85% of instructional staff posting objectives that met an established criteria. Student support team meetings led to an effective use of time by clarifying roles in the meetings and developing a google form that increased communication within teams. Quarterly celebrations for attendance, student work, and instructional staff recognition along with student support meetings had a positive effect on relationships and student discipline. This was evident by.....(DISCIPLINE DATA) We had increased opportunities to connect our community and school through the PAWS nights and our parent leader program. Monthly meetings with PINS workers led to increased services for identified 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 moving forward.

One mid-course correction was a shift in data meetings to include a short unit pre assessment aligned with the post assessment. The current impact resulted in instructional staff cueing in new learning and assessing students knowledge and skill base. it will be sustainable as the primary objective of our upcoming 2018-19 data meetings. A second mid-course correction was shifting the focus of the walk through tool from cue set, to posting objectives, and then to how those objectives communicated new learning. The current impact is instructional staff communicating objectives to students that explain what the learning is in each lesson. The expectation moving forward is to focus on closure that relates to the objective. A final mid-course correction was developing a data collection sheet on google forms to prompt grade level team collaboration for academic and behavioral concerns. The current impact is that it led to more actionable plans as a result of our student support meetings. The expectation moving forward is to continue with this form to prompt collaboration in the creation of academic and behavioral plans.

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

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

Improvement initiatives include: District creation of 4 Key Expectations (positive learning environment, planning, teaching and learning), planned professional development to support the implementation of the 4 key expectations, new curriculum implementation to reflect the revised and new state standards, creation of district walk through form, focus on chronic absenteeism.

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

Actionable feedback to instructional staff to strengthen instruction, district walk through form, focus on chronic absenteeism, revision of curriculum, provided targeted professional development to instructional staff.

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

Guiding principles: All students can be successful academically, socially and emotionally. The relationship between the principles and identified needs are as follows: An increase in relevant and aligned curriculum, strengthened and student centered instruction coupled with the removal of social/emotional barriers for students will lead to student success.

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

1.25 growth in the STAR Reading and STAR Math grade equivalency scores, Quarterly Interim Data, Suspension (ISS and OSS) data by quarter, Referral data by quarter, Monthly student attendance data.

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

District walk through form will provide opportunity for school leaders to provide actionable feedback to staff to strengthen instruction, specific focus on key expectations (positive learning environment, planning, teaching and learning) that will exist in all classrooms, bi-weekly data meetings will result in the creation of targeted interventions as well as a system to monitor effectiveness, home visits will foster relationships with families of identified students with chronic absenteeism.

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

Shortage of substitutes to provide professional development to struggling teachers, families who are not available to meet or have a negative perception of school.

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

Professional development to instructional staff will be led by district level and/or school level personnel. These individuals have attended trainings certifying them as turn key trainers. School leaders will receive professional development from Creative Leadership Solutions consultants.

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

District webpage, Facebook, Remind, PowerSchool Parent Portal, paper notices sent home, School Messenger, school sponsored events held in school facilities: orientations, open houses, PTO Meetings, Cultural Night, home visits.

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

District webpage

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	March 6-8, 2018
B2. DTSDE Review Type:	District Technical Assistance 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.	Based on 2017-18 walk through and observation data as well as the DTAR review, there is a need for school leaders to provide instructional staff with actionable feedback and continued professional development to strengthen the 4 key instructional expectations (positive learning environment, planning, teaching and learning) and improve students results.
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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.	Starting in September 2018, school leaders will conduct walk throughs (September - March) and APPR observations with the intent of providing actionable feedback to instructional staff and determine further professional development specific to the key expectations (positive learning environment, planning, teaching and learning). By December 1, 2018, the key expectations will be evident by 50% of instructional staff through monthly walk throughs and observations and 75% by March 1, 2019 and 100% by May 1, 2019. By June 30, 2019, 75% of students in our identified subgroups will show 1.25 growth in their STAR Reading and STAR Math grade equivalency scores.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly walk throughs and observation data. Bi-weekly data meetings. Quarterly STAR Reading and STAR Math grade equivalency scores. Quarterly Interim 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	School leader work with assistant superintendent to define criteria, data and format for the monthly executive summary of the walkthrough tool which will determine necessary professional development for instructional staff.
Sep-18	Mar-19	Based on monthly walk through and observation data, school leaders will plan and deliver professional development during monthly faculty and grade level meetings, to all instructional staff specific to the key expectations (positive learning environment, planning, teaching and learning) in order to strengthen the quality of teaching and learning as well as increase student achievement.
Sep-18	Mar-19	From September to March, data from walk through forms and observations will be collected by school leaders and reviewed by the middle school focus team on a monthly basis. raw data (interim) The result will show the degree of implementation and need for further professional development for monthly faculty and grade level meetings.

Sep-18	Jun-19	School leaders will lead bi-weekly data meetings with instructional staff by content. In these meetings school leaders and instructional staff will discuss the analysis of student data and walk throughs/APPR observations with a focus on identified sub groups for the purpose monitoring adequate progress and planning additional instruction/interventions as needed.
Sep-18	Jun-19	School leader will report out (monthly) to the assistant superintendent/superintendent an executive summary of the walkthrough data to determine necessary professional development for instructional staff.

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:		March 6-8, 2018
B2. DTSDE Review Type:		District Technical Assistance 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.		Due to a shifting of curriculum within the middle school in the areas of science, social studies, math and ELA, there is a need for curriculum revision in each one of these areas that will allow for alignment with the K-12 and provide for increased rigor (ex. 6-8 writing curriculum, 6th grade reading, Algebra I Regents, Living Environment Regents, Earth Science Regents, honors level Social Studies 7 and 8 and mental health education).
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.		Starting in September 2018, school leaders will collaborate with instructional staff bi-weekly to ensure curriculum implementation with fidelity exists for the course of study as evidenced by monthly walk throughs/APPR observations, course pacing guides and quarterly interims and will result in lessons which engage and appropriately challenge middle school students. By June 2019, 75% of students in our identified subgroups will show 1.25 growth in their STAR Reading and STAR Math grade equivalency scores.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Meeting notes/plans developed during bi-weekly data meetings. Monthly walk through and APPR observations analysis. Quarterly STAR Reading and STAR Math grade equivalency scores. Quarterly Interim Data. Course pacing guides.
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
Sep-18	Sep-18	School leaders will meet with assistant superintendent/superintendent to define protocols for bi-weekly data meetings by August 31, 2018 This will result in all data meeting participants having a working knowledge of the purpose and expected outcomes of bi-weekly meetings.
Sep-18	Sep-18	School leaders will create a protocols for bi-weekly data meetings based on protocols set forth by assistant superintendent/superintendent. These protocols will be shared with instructional staff by September 5, 2018. The result will be that instructional staff are aware of meeting times and plan to be prepared to discuss previously analyzed data.
Jul-18	Sep-18	School leaders will create a master schedule outlining bi-weekly meetings for each content/grade level instructional staff for a total of 16 meetings. The schedule will be shared with instructional staff electronically on Groupwise by September 5, 2018. The result will be that instructional staff are aware of meeting times and plan to be prepared to discuss previously analyzed data.
Sep-18	Jun-19	In bi-weekly meetings, school leader and teachers will discuss the implementation of new and/or revised course curriculum as evidence by adherence to established course pacing guides with necessary adjustments as needed.

Sep-18	Jun-19	In bi-weekly meetings, school leader will lead discussions on the analysis of student data and walk throughs/APPR observations with a focus on identified sub groups for the purpose monitoring adequate progress and planning additional instruction/interventions 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:	March 6-8, 2018
B2. DTSDE Review Type:	District Technical Assistance 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.	Based on results and feedback from participants in 2017-18 weekly data meetings and the DTAR review, school leaders and instructional staff have recognized a need for professional development that addresses the key expectations (positive learning environment, planning, teaching and learning) as well as strengthen engagement within the lesson which will be successfully implemented in classroom lessons observed through monthly walkthroughs and APPR observations.
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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.	Throughout the 2018-19 school year, school leaders and instructional staff will use professional development opportunities (monthly faculty and grade level meetings) to increase their knowledge and skills of the key expectations (positive learning environment, planning, teaching and learning). By December 1, 2018, the key expectations will be evident by 60% of instructional staff through monthly walk throughs and APPR observations and 75% by March 1, 2019 and 100% by May 1, 2019. Identified instructional staff will receive additional professional development as evidence by monthly walk throughs and APPR observations. As a result by June 2019, 75% of students in our identified subgroups will show 1.25 growth in their STAR Reading and
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly walk throughs and observation data. Attendance at professional development. Quarterly STAR Reading and STAR Math grade equivalency scores. Quarterly Interim Data.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jun-18	Jun-18	District personnel led instructional staff in professional development on the essential components of the enhanced instructional process (IP) on June 20, 2018. As a result, instructional staff have an increased knowledge base to increase student engagement, enrich our planning process, and deepen our strategies to meet the needs of all our students.
Aug-18	Aug-18	School leaders and district personnel will lead instructional staff (6-8 ELA and other instructional staff) in professional development on the implementation of Lucy Calkins (Writing Units of Study). The result will show the degree of implementation and need for further professional development for instructional staff as evidence in monthly walk throughs and APPR observations.
Sep-18	Jun-19	School leaders and district personnel will lead instructional staff in professional development on the key expectations (positive learning environment, planning, teaching and learning) at monthly faculty and grade level meetings (16 total). The result will show the degree of implementation and need for further professional development for instructional staff as evidence in monthly walk throughs and APPR observations.

Sep-18	Jun-19	From September to June, data from walk through forms and observations will be collected by school leaders and reviewed by the middle school focus team on a monthly basis to evaluate the degree to which instructional staff are implementing the key expectations (positive learning environment, planning, teaching and learning). The result will show the degree of implementation and need for further professional development for instructional staff or individual staff members.

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:		March 6-8, 2018
B2. DTSDE Review Type:		District Technical Assistance 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.		Based on feedback from participants (instructional staff and student support team) and student referral data, in student support team meetings, a need exists for more consistent use of the middle school data collection form (behavioral/academic) as only 50% of grade level teams actively used the form throughout the year to allow teachers and student support team members to plan and implement more appropriate preventive interventions that keep students in the classroom.
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.		Instructional staff will consistently track and analyze student behavior through the use of the data collection form to share with school leaders and student support team members to develop additional tier 1, tier 2, and tier 3 interventions (Rtl process) that will support the needs of our students and will result in a reduction of student referrals and suspensions in subgroups by 20% by November 9, 2018, 20% by January 25, 2019, 20% by April 5, 2019 and 20% by June 30, 2019.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Student support team minutes. Student discipline referrals. Completed team data forms. Completed interventions plans. Subgroup suspension (ISS and OSS) data by quarter. Subgroup referral data by quarter.
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	Jun-19	School leaders and instructional staff will create a data collection form to record student's academic and behavioral concerns, interventions that have been put in place, and the result of those interventions. This form will be shared with student support team members and each grade level team by September 5, 2018. As a result, student support meetings will have pre analyzed data on students to make actionable plans to support them as well as data to support the continuation or revision of existing intervention plans.
Sep-18	Jun-19	Student support team meetings with instructional staff will take place once a month. Instructional staff will lead monthly student support team meetings with pre analyzed data from the data collection form. School leaders, Student Support Team and instructional staff will make actionable plans to support identified students as well as use data to support the continuation or revision of existing intervention plans. Attendance and discussion notes/interventions will be documented by instructional staff and shared with all members of the meetings. As a result, there will be a reduction in student referrals and suspensions in subgroups by 20% as of November 9, 2018, 20% as of January 25, 2019, 20% as of April 5, 2019 and 20% as of June 30, 2019.

Sep-18	Jun-19	From September to June, data from student support team minutes will be collected by school leaders and reviewed by the middle school focus team on a monthly basis to make sure grade level teams are using the data collection form with fidelity. The result of the review will be to monitor the use of the data collection form and its effectiveness.
Sep-18	Jun-19	School leaders will identify through student referral data, walk throughs and observations instructional staff who are in need of professional development in the areas of classroom routines and expectations, implementation and monitoring of tier I, II, III interventions. As a result, there will be a reduction in student referrals and suspensions in subgroups by 20% as of November 9, 2018, 20% as of January 25, 2019, 20% as of April 5, 2019 and 20% as of June 30, 2019. School leaders will call on behavioral specialist, dean of students and social worker for assistance in providing the professional development.

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 6-8, 2018
B2. DTSDE Review Type:	District Technical Assistance 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.	Based on a review of attendance data for the 2017-2018 school year and the accountability regulations under the NYS ESSA plan, a need exists for an increase in the collaboration between the school, its families, and community organizations to combat chronic absenteeism (18+ absences) in order to increase student achievement.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Through the school's increase in collaboration with families and community organizations, there will be a minimum 20% decrease in the rate of chronic absenteeism (18+ absences). School leaders, student support team and staff will make connections with students and families from our identified subgroups by building relationships with them through home visits and phone conversations (90 total families). This will result in monthly school-parent conversations throughout the school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Home visit log. School-parent connection logs. Monthly student attendance data. Monthly subgroup student attendance data. Community organization contact log.

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.
Aug-18	Aug-18	School leaders and student support team members will make home visits to students who were chronically absent (18+ absences) during the 2017-18 school year. Home visits will be made the weeks of August 20 and 27, 2018. This will result in establishing the beginnings of a relationship with families.
Sep-18	Jun-19	School leaders and student support team will monitor data at weekly SST Meetings to monitor identified students resulting in data to speak to parents weekly, bi-weekly or monthly depending on attendance to determine reasons for absences and implement interventions or connections to appropriate outside agencies.
Sep-18	Jun-19	School leaders and student support team members will make home visits monthly to students who have exceeded 7.5% absences for the year to determine reasons for absences and implement interventions or connections to appropriate outside agencies.
Sep-18	Jun-19	School leaders will begin using the Remind platform to communicate with families for the purpose of alerting them to building activities as well as communicating with individual families regarding student attendance concerns.
