LEA Name:	Niagara Falls City School District
LEA BEDS Code:	40080001-0040
School Name:	Gaskill Preparatory School

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Sheila Smith	Title	Principal
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Website for Published Plan	www.nfschools.net		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

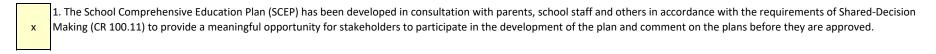Implementation is required no later than the first day of regular student attendance.

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		Mark Laurrie	
President, B.O.E. / Chancellor or Chancellor's Designee		Nicholas Vilardo	

Statement of Assurances

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

| x | 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. |

| x | 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. |

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

| x | 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) . |

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

| x | 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)
	GPS		
	GPS		

Name	Title / Organization	Signature
Sheila Smith	Principal	
Francis Coney	Dean	
Anne Mardon	Instructional Coach/Literacy	
Kathy Urban	Dean	
Stephen Zafuto	Counselor	

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.)
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.)
x	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.)
x	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.)
x	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.)
x	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
x	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).

Increased offerings and participation in programs to support social and emotional developmental health: Therapy Thursdays (for students and families); Student Mentor programs --Winning Because I Tried (at-risk boys), Girls Circle (at-risk girls), Beauty and Brains (girls-STEM), EDGE (staff-student mentoring program), Mental Health First Aid Training (staff), Suicide Prevention (staff), Liberty Partnership (students), 21st Century Enrichment Programs (all students), Dealing with Your Child's Social/Emotional Well Being Workshop (parents)

• 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.

Restorative Justice to Attendance

In developing the CURRENT YEAR'S plan:

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

Learning Targets/Student Self-Assessment of Learning Targets, Subject Specific CT Teachers, Track students attending programs addressing social/emotional developmental health needs, Increase social media presence/technology use to boost parent engagement

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

increased achievement by special ed students, parental involvement, continuation of learning targets implementation, student social-emotional supports, parent engagement

• 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.

To create a whole school community committed to high academic outcomes and effective teaching for ALL students. The identified needs of the school is to increase student achievement for our students with disabilities and our economically disadvantaged students so that students will be on the pathway for high school graduation/ completion.

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

For students with disabilities, SY 2018-19 achievement target are: To increase SWD NYS math assessment's profiency level (2017 test results) from 1% to 3%; and SWD's NYS ELA proficiency level from 3% to 5% (2017 test results).   2017 NYS math and ELA assessments results showed 15% of our economically disadvantaged students were proficient (+1% gain.)   Thus, the SY 2018-19 achievement target for economically disadvantage students for math and ELA is a 2% gain (17%)

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

Enhanced school structures such as a revised master schedule driven by special education instruction; improved technological means to connect and improve parent engagement; and the evaluation of social & emotional learning for students will augment implementation of our school's mission by placing emphasis on special education needs and connecting parents quicker to information/resouces to strengthen and support our childrens' education.

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

Substitute teacher availability, parental support, time constraints, staffing to address social/emotional needs

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

Professional development offerings such as Mental Health First Aid & Suicide Prevention is critical to support students in terms of their academic readiness and success. Additional professional development for teachers in the area of Learning Targets is necessary to ensure _full_ implementation in core classrooms.

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

Faculty meetings, social media, department meetings, parent meetings/trainings, Leadership meetings/START, individual meetings, cluster meetings, Parent-Teacher Conferences, Open House

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

School website, school newsletter, copies available in office, parent group presentations.

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:	27-Jun-18
B2. DTSDE Review Type:	School Self-Reflection with District Over-Sight

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.	To create a school community and culture that leads to success, well-being and high academic outcomes for all students via systems of continous and sustainable school improvement. Primary needs for School Leaders are to conduct daily walk throughs to monitor the implementation of instructional look fors (learning targets, checking for understanding, higher order questioning, data driven instruction, and student self reflection) to provide actionable feedback on how to improve their instructional practice based on these walk throughs. Data gathered from these walk throughs need to be used to determine agendas for professional development and identify teachers and students in need of targeted support. According to the School Performance Scan, only 51.2% of teachers feel that school leaders frequently visit their classrooms, conducting informal walkthroughs. Additionally, only 60% of teachers feel that school leaders provide helpful instructional feedback and guidance.

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 January 2019, school leaders will provide actionable feedback a minimum of three (3) times to teachers of Math, ELA,and Special Education. In addition, by January 2019, 25% of visited classrooms will consistently have quality learning targets in order to increase students' understanding and engagement. By May 2019, 50% of visited classrooms will consistently have quality learning targets in order to increase students' understanding and engagement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	New York State Assessments in ELA & Math

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
9/5/2018	9/15/2018	School leaders will revise walkthrough tool to reflect instructional 'look fors'. **Responsible**: School Leaders **Participation:** School Leaders **Frequency:** Once **Look Different:** Updated tool with 'Look fors' **Successful Implementation:** Completion of document
9/15/2018	10/5/2018	School leaders will review walkthrough tool and reinforce its importance at faculty meetings, professional development sessions, etc. **Responsible:** School Leaders **Participation:** School Leaders, Instructional Coaches, Teachers of Math, ELA, Special Education **Frequency:** Minimum of 4 sessions **Look Different:** Review of tool with each core group inclusive of special education teachers. **Successful Implementation:** Teachers will be familiar with tool
10/5/2018	5/31/2019	School leaders will provide actionable, weekly feedback to teachers as a result of data collection from walk-through tool and observations. **Responsible:** School leaders **Participation:** School leaders, and Teachers of Math, ELA, Special Education **Frequency:** **Look Different:** Actionable feedback **Successful Implementation:** Feedback from teachers as part of SCAN annual survey

2/1/2019	5/31/2019	Teachers who have not met the goal of instructing with quality learning targets will receive additional 1:1 professional development with instructional coach and classroom visitations of teachers who have successfully implemented the use of quality learning targets. **Responsible:** **Instructional Coach** **Participation:** Instructional Coach and teachers of ELA, Math, And Special Education. **Frequency:** As needed **Look Different:** 1:1 professional development and individualized teacher support **Successful Implementation:** Consistent use of quality Learning Targets and increase student engagement and understanding

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:	June 27,2018
B2. DTSDE Review Type:	School Self-Reflection with District Over-Sight

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 have not seen the connection between the use of learning targets and student achievement, therefore the use and 'unpacking' of learning targets is not being implemented in the classroom on a consistent basis. End -of- the- year walk through data noted that while 89% of teachers had learning targets posted during lessons, teachers were not unpacking targets and designing 'strong performances of understanding'so that students could comprehensively assess progress toward learning targets. 2017-2018 walk-through data shows that only 38% of students could successfully identify progress toward learning targets.

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 January 2019, 25% of ELA, Math and Special Education teachers will post learning targets and 'unpack' targets as evidenced by walk through data identifying increased student engagement, and students ability to assess progress toward learning targets. By May 2019, 50 % of teacher will post learning targets and 'unpack' targets as evidenced by walk-through tool data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher professional development attendance and Classroom Walk Through Tool.

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
9/5/2018	10/5/2018	During ASP meetings, administration will review walk-through tool and reinforce the importance of Learning Targets. Instructional Coach will conduct Learning Target professional development sessions . **Responsible:** Administrators, Instructional Coaches; **Participants:** ELA, math,special education teachers; **Frequency:** once; **Look Different :** Teachers will be familiar with the expectations noted in the walk-through tool in relation to the goals noted above. **Successful Implementation:** Evidence of quality learning targets
10/5/2018	5/31/2019	On a weekly basis, administrators will review data from the walk-through tool with teachers. **Responsible:** Administrators; **Participants:** ELA, math,special education teachers; **Frequency:** weekly; **Look Different and Successful Implementation**: Teachers will receive feedback based on data from the revised walk-through tool. Successful implementation will be determined by walkthrough observation data & feedback.
2/1/2019	5/31/2019	Teacher will consistently use a minimum of one engagement strategy (higher order thinking, open-ended questioning, collaborative learning, student use of academic vocabulary, student writing and/or discussion, etc.) during instruction. **Responsible:** Administrators, Instructional Coaches, Teachers; **Participants:** ELA, math,special education teachers; **Frequency:** weekly; **Look Different:** Teacher will focus on targeted strategies **Successful Implementation:** Successful implementation will be determined by walkthrough observation data & feedback.

2/1/2019	5/31/2019	Teachers' needs, in relation to understanding learning targets based on the walk-through tool data, will be addressed with those individual teachers who have not met the expected outcome. **Responsible:** Administrators,Instructional Coaches; **Participants:** classroom teachers; **Frequency:** weekly**; Look Different:** Individual teachers that have not met expected outcomes will be identified to receive additional professional development. **Successful Implementation:** Teachers will receive feedback based on data from the walk-through tool. Successful implementation will be determined by walkthrough observation & feedback data.

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:	June 27,2018
B2. DTSDE Review Type:	School Self-Reflection with District Over-Sight

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.	Lack of growth and achievement by special education students as indicated by the 2017 NYSED Grade 7&8 math assessment results. 2017 results showed 84% of students with disabilities (SWD) tested at Level 1; 15% of SWD tested at Level 2 showing 99% of all students with disabilities were below proficiency level in math (=0% gain). 2017 ELA results showed 70% of students with disabilities (SWD) tested at Level 1; 27% of SWD tested at Level 2 showing 97% of all students with disabilities were below proficiency level in ELA (=2% gain from previous year).

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, the percentage of SWD students in Levels 2, 3,and 4 will show growth by 2% on the 2019 NYS Math and ELA assessments. Economically disadvantaged students' achievement will increase by 2% on the 2019 NYS Math and ELA assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	NYS assessments in Grades 7 & 8 Math and ELA.

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.
1-Jul-18	1-Sep-18	Master schedule will be adjusted to accommodate specialization of Special Education teachers and a new reading program in order to provide targeted instructional supports. **Responsible:** Administrators & Master Schedule committee; **Participants:** Scheduling committee; **Frequency:** once; **Look Different:** Schedule will allow for Special Education teachers to use content area specialization to support students. **Successful Implementation:** Students with Disabilities academic achievement will improve as evidenced by state score results.
9/1/2018	10/31/2018	Analyze special education students NYS 2018 Math and ELA data with Special Education teachers. **Responsible:** Administrators; Instructional Coaches, Special Education teachers **Participants:** Leadership Team and Special Education teachers; **Frequency:** once per subject and grade level; **Look Different:** Special Education teachers will have data on current students and can identify gaps in instruction. **Successful Implementation:** Teachers of Special Education will be familiar and be able to use DDI.
11/1/2018	5/31/2018	Review local formative assessments to determine progress toward meeting special education students' needs and adjust instruction accordingly. **Responsible:** Instructional Coach & Administrators; **Participants:** Leadership Team and Special Education teachers; **Frequency:** Once per local assessment; 2X per NWEA & AIMSWEB testing **Look Different and Successful Implementation:** Special Education teachers will use data to further address gaps in instruction.

6/1/2018	6/26/2018	Analyze special education students NYS 2019 Math and ELA data with Special Education teachers. **Responsible:** Instructional Coaches & Administrators **Participants:** Leadership Team and Special Education teachers; **Frequency:** once per subject and grade level; **Look Different and Successful Implementation:** Leadership Team and Special Education teachers will use data (DDI) to determine improvement in special education students' progress.

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:	27-Jun-18
B2. DTSDE Review Type:	School Self-Reflection with District Over-Sight

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.	Social and Emotional stability is crucial to a student's academic readiness and success, consequently impacting his/her behavior, attendance, and academic performance. According to the Niagara Falls City School District's Performance Scan, 52.3% of responders believe that Gaskill Preparatory school has an effective system for developing and building student social and emotional health. Currently the school's data collection system to track and measure efficacy of offered social/emotional developmental health programs is insufficient.

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.	At the 2nd,3rd,and 4th quarterly intervals , 10% of Tier II and Tier III students enrolled in social/emotional programs during those periods,will show a decrease in the number of discipline referrals and and increase in attendance.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance data, discipline referrals, minutes from START and Counselor/Dean meetings

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	10/1/2018	**Looks different:** Create a school wide collection tool to monitor targeted students. **Responsible:** Deans/Counselors, **Participants:** START team. **Frequency:** Once. **Impact:** To monitor and measure the effectiveness of implemented mentor programs. **Successful implementation indicator:** Data collection assessments results & student observations.
9/1/2018	6/30/2019	Quarterly interval assessments to evaluate the progress of targeted students. **Looks different:** More frequent monitoring/evaluating of student progress. **Responsible:** Deans/Counselors **Participants:** START team; **Frequency:** quarterly. **Impact:** To receive feedback on the programs efficacy. **Successful implementation indicator:** Data collection assessments results & student observations
9/1/2018	10/1/2018	To construct a referral process so school staff can identify at risk students. Referral process will include a list of Tier 2 & 3 students referred by elementary principals for incoming Grade 7 students. **Looks different:** A school-wide uniformed referral process including referrals from elementary principals. **Responsible:** Deans/Counselors **Participants:** School wide staff **Frequency:** On-going **Impact:** To reach as many at risk students as possible. **Successful implementation indicator:** Data collection data and referral lists

Ongoing	Ongoing	
		Pertinent information will be disseminated to staff. **Looks different:** Involvement of all staff and elementary principals for inclusive purposes; **Responsible:** Deans/Counselors, Administrators. **Participants:** School-wide **Frequency:** on-going. **Impact:** To assist staff in gaining a better understanding of students'mental health issues. **Successful implementation indicator:** End of the year SCAN Survey results and comments.
		To reflect on the data collection's efficacy and amend the process and programs as needed for the next school year. **Looks different:** Ongoing evaluative system. **Responsible:** START team; **Participants**; START team and various service providers/facilitators; **Impact:** To ensure student assistance programs (mentor programs, coaching) are positively making an impact on the needs of students. **Successful implementation indicator:** Data collection assessments results , student observations findings and student and parent survey comments.

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:	27-Jun-18
B2. DTSDE Review Type:	School Self-Reflection with District Over-Sight

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.	Parent participation has not met expectations. Although 60% of Gaskill's parents actively use Parent Portal, during the 17-18 school year, . Five (5) of six (6) parent workshops showed no more than 5 parents in attendance at each workshop. Parent participation has not met expectations.

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, parent participation in each schoolwide programs (Parent Portal, Remind app, Parent-Teacher Conferences, 7th grade orientation,P.E.G.,student celebrations) will increase by 10%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Sign-in sheets, Parent-Teacher conference sign-ups, electronic 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.
9/1/2018.	9/30/2018	To unveil the school's digital platforms that parents can access throughout the year to track their child's progress and be informed of school wide events **Looks different:** Increase use of multiple digital platforms; **Responsible:** School's technology staff; **Participants:** Parents and staff; **Frequency;** on-going. **Impact:** Increase parent engagement. **Successful implementation indicator:** Usage reports
9/1/2018	10/30/2018	Increase participation in the school's PEG group by collaboration with other events and parent organizations . **Looks different:** Focused collaboration with other partners. **Responsible:** Administration,Parents; **Participants:** Administration,parents and staff; **Frequency:** On-going, **Impact:** To give the parents/guardians a voice in regards to school wide activities/policy; **Successful implementation indicator:** Parents' Attendance sign-in sheets and/or Parents participation via technology
9/1/2018	10/30/2018	To create, distribute and tabulate a survey and its results regarding parent needs/interests during school events. For example, 7th grade orientation and Open House. **Looks different:** Formal survey for every event; **Responsible:** Administration **Participants:** parents/guardians **Frequency:** two times per year. **Impact:** To inform school personnel on how best to increase parent engagement; **Successful implementation indicator:** Number of completed surveys returned.

At scheduled events Ongoing	Ongoing	Parents/guardians will be given the opportunity to provide feedback regarding attended workshops/events. **Looks different** :Ongoing,immediate feedback from parents **Responsible:** Workshop/event facilitators; School counselors; Designated school staff **Participants:** Parents, **Frequency:** As needed. **Impact:** To improve the communication between the school and parents/gaurdians, to faciliate parent participation and to gauge the effectivness of workshops.
6/1/2019	6/30/2019	To establish a data dashboard. L**ooks different:** Formal data board showing every progam/event participation and outcome ; **Responsible**: Administration, technology personnel. **Participants:** parents/guardians, staff **Frequency:** Once **Impact:** To serve as sole source of data information to monitor and assess effectiveness of SES programs/supports. **Successful implementation indicator:** Compilation of accurate data collected from every program/support.
6/30/2019	6/30/2019	Distribute data dashboard results to all stakeholders. **Looks different:** Formal data board showing data/outcome from each event/program. **Participation:** All stakeholders : Responsible: Administration, technology personnel. **Frequency:** Once **Successful Implementation:** Used as annual tool for all stakeholders for continuous school-community improvement planning .