LEA Name:	Auburn Enlarged City School District
LEA BEDS Code:	050100010002
School Name:	Casey Park Elementary School

ENTER DATA INTO ALL YELLOW CELLS.
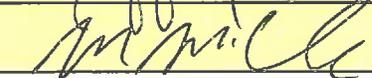
2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Kelly Garback	Title	Principal
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Website for Published			

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

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

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

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)
July 6, 2017	Casey Park Elementary School		
July 7, 2017	Casey Park Elementary School		

Name	Title / Organization	Signature
Colleen Miles	First Grade teacher - Casey Park	
Jenna Mizro	Fifth Grade teacher - Casey Park	
Paul Henegan	Art teacher - Casey Park	
Stephanie Festa	Special Education teacher - Casey Park	
Theresa Querns	Third grade teacher - Casey Park	
Sue Anderson	Fourth grade teacher - Casey Park	
Casey Carey-Dixon	Social worker - Casey Park	
Abbie Hoffman	Assistant Principal - Casey Park	
Kari Bouma	Parent - Casey Park	
Monica Salvage	Parent - Casey Park	

School Information Sheet

School Information Sheet

Grade Configuration	K-6	Total Student Enrollment	530	% Title I Population	100	% Attendance Rate	93.9	
% of Students Eligible for Free Lunch	70	% of Students Eligible for Reduced-Price	3	% of Limited English Proficient Students	0	% of Students with Disabilities	14	

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	0	% Black or African American	6	% Hispanic or Latino	6	% Asian, Native Hawaiian / Other Pacific Islander	0	% White	75	% Multi-Racial	13

School Personnel

Years Principal Assigned to School	1	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers	0.5
% of Teachers with **NO** Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	0	Average # of Teacher Absences	6.5

Overall State Accountability Status

Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	Yes
Identification for ELA?	Yes	Identification for Math?	Yes	Identification for Science?	Yes	Identification for High School Graduation Rate?	n/a
ELA Performance at Level 3 and Level 4	23/219	Math Performance at Level 3 and Level 4	38/193	Science Performance at Level 3 and Level 4	44/51	Four-Year Graduation Rate (HS Only)	n/a
% of 1st Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	n/a	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	n/a	Six-Year Graduation Rate (HS Only)	n/a
Persistently Failing School (per Education Law 211-f)	n/a	Failing School (per Education Law 211-f)	n/a				

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

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

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

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

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.)
X	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.)
X	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

	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

	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
X	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).**

Creation and implementation of Master schedule, which included clearly defined extended learning times for students at every grade level. Students were grouped according to data results.

• **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.**

Mid-year and increase focus on instructional goals was implemented through the use of a developed walkthrough tool. This walkthrough tool was shared with teachers and increased feedback to teachers on a regular basis. Sharing of Data inquiry team minutes and agendas increased. This information was shared digitally. The goal is to increase communication during whole school meetings. A walkthrough tool focusing on student engagement in order to increase student understanding of content was created. In the future, results from the tool will be shared with teachers and future professional development will be conducted to improve student engagement opportunities. The PBIS team provided professional development for teachers, which was focused on development of classroom expectations. The team plans to continue monthly meetings, which will be focused on professional development as we implement PBIS school-wide. PBIS information sessions were provided for parents during the Book and Breakfast events. Newsletters including PBIS information for families was also sent home. Continued communication regarding school-wide implementation and how PBIS can be implemented in homes will continue.

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

Training and implementation of technology for staff, science standard implementation, utilizing technology (Google) for continued work during data inquiry team meetings, building wide implementation of PBIS, and improvement of teacher/parent two way communication and partnerships

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

Improve staff utilization of technology, implementation of science standards, improve effective analysis of data, decrease major and minor behavior referrals, increase parent partnerships

• 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.

Mission: Committed to every student - as a building all of our identified needs align with focusing on the whole child. We are committed to working with all stakeholders and utilizing resources in order to meet the needs of every student and family while enhancing teacher knowledge.

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

Special education students will meet their IEP learning goals at 75%, there will be a 10 % increase in students reaching core in dibels for the prior year.

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

Initiatives put in place will enhance behavioral, academic progress, and parent partnerships (PBIS, extended learning time)

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

Family prior negative school experiences, teacher buy in, time

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

Professional development will be provided for science and technology, PBIS team will provide professional development for PBIS, Assessment tools professional development provided by BOCES staff

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

grade level meetings, faculty meetings, Data Inquiry Team meetings, parent engagement school events, communication tool (technology), feedback provided through use of walk throughs

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

posted to school website

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

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

Re-Identified Focus Schools

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

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

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

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

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

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

Evaluation of Extended Learning time and Data inquiry team meetings was completed through the collection of minutes and agendas. Classroom walkthroughs were completed during extended learning time. Adjustments were made to incorporate a more streamlined way to monitor skills being addressed.

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

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

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students			X		
Student Average Daily Attendance		X			
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals				X	
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development	X		X	X	
Parent Attendance at Workshops					X
Parent Participation in District/School Surveys					X

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:	2017
B2. DTSDE Review Type:	IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based upon analysis of last year's meeting agendas the school has incorporated limited amounts of professional development geared toward incorporation of technology for staff.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, 90% of building committee and faculty meetings will use digital tools for reciprocal communication with their staff in order to model digital teaching and learning and support responsive school environment as evidenced by meeting agendas and minutes for faculty, grade level meetings, and building level committees including Google Drive/Classroom announcements, assignments, and activities for each of these groups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	teacher attendance at faculty meetings, teacher attendance at grade level and committee meetings, teacher participation in Google activities,

E1. Start Date: Identify the projected start date for each activity.	**E2. End Date:** Identify the projected end date for each activity.	**E3. Action Plan:** Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/5/17	6/30/17	Activity: Utilize and model Google Classroom at Faculty meetings in order to continue learning about strategies for implementing Google Classroom. Person(s) Responsible: school building leaders Who will Participate: all staff How Often: monthly Impact: Increase teacher knowledge of Google Classroom
9/5/17	6/30/17	Activity: Utilize Google documents to monitor and adjust Extended Learning Time groups by grouping students within the document and identifying the following: teacher responsible, skill, intervention/strategy, progress monitoring in order to support fluid student groupings based on data and identified skill levels. Person(s) Responsible: school building leaders, building grade level leaders Who will Participate: all teachers and building leaders How Often: bi-monthly Impact: Increase teacher utilization of Google documents to drive instructional groupings
9/5/17	6/30/17	Activity: Creation, utilization and revision of PBIS Google Folder containing resources, materials, and information pertaining to school-wide implementation of PBIS in order to provide ongoing information for staff pertaining to PBIS initiatives, and practices. Person(s) Responsible: school building leaders, PBIS team Who will Participate: PBIS team will create and maintain the folder. Staff will access and utilize the documents within the folder. How Often: monthly revisions of the folder Impact: Increase staff utilization of PBIS resources, materials, and information throughout implementation of PBIS.

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:	2017
B2. DTSDE Review Type:	IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based upon vertical conversations teachers reported inconsistent use of science materials, science concepts, and lack of alignment to NYS science standards. The building needs to implement New York State Next Generation Science Standards. Instructors need to provide opportunities for students to demonstrate understanding through active engagement as measured by proficiency on summative and formative assessments.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, 100% of K-6 teachers will utilize aligned science kits with their students in order to implement the NYS Next Generation Science Standards as evidenced by quarterly informal classroom visits in order to monitor curriculum implementation fidelity.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	BOCES Science kit sign out sheets, quarterly informal walkthrough data, teacher participation in grade level science conversations and professional development

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/17	6/30/18	Activity: Professional Development Training sessions with new science kits Person(s) Responsible: BOCES trainers and District DIrector of Instruction Who will Participate: K-6 instructional staff How Often: ongoing Impact: Increased teacher knowledge and utilization of new science standards, components of science kits and assessment tools through hands-on training for educators in order to familiarize themselves of the kits' contents, lessons, materials, and assessments in order to effectively deliver science instruction.
9/5/17	6/30/18	Activity: Grade Level meeting discussion pertaining to science standard implementation, which will allow for collaboration of teachers in order to identify successes and obstacles with the implementation of NYS Next Generation Science Standards. Person(s) Responsible: Instructional staff and school leaders Who will Participate: Instructional staff and school leaders How Often: Monthly Impact: Increased discussion and collaboration regarding science standards leading to modifications for future implementation.

9/5/17	6/30/18	Activity: Create a parent information brochure highlighting implementation and use of science kits aligned with NYS Next Generation Science Standards. Person(s) Responsible: grade level teachers, building leaders Who will Participate: Instructional staff and school leaders How Often: annually Impact: Increased teacher knowledge and parent communication regarding science standards and activities.
3/5/18	5/31/18	Activity: Host a school-wide science night, which will highlight portions of K-6 kits being utilized and student generated projects Person(s) Responsible: grade level teachers, building leaders Who will Participate: Instructional staff and school leaders How Often: annually Impact: Increased student participation and commitment, parent awareness, and teacher knowledge of science standards.

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:	2017
B2. DTSDE Review Type:	IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the inconsistent use of data as evidenced by last year's DIT meeting agendas, the staff needs to increase its use of data and develop a system for inputting, accessing, and analyzing data to drive instructional decisions through the use of Google Docs.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, 100% of grade level data leaders and teachers will incorporate technology tools (google docs) to monitor and adjust instructional groupings and practices on identified and specific needs of all students as evidenced by, DIT meeting agendas, increased STAR Math and Reading data and DIBELS data as well as Super Kids formative assessments, module assessments and any other assessments used to drive instruction.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Indicators used to monitor progress toward the goal will be sharing data and making instructional decisions during DIT meetings, increased STAR Math and Reading data, and Dibels.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
10/3/17	6/20/18	Activity: All teachers and staff will utilize chromebooks during DIT meetings in order to group students, access and analyze STAR and DIBELS data. Person(s) Responsible: DIT grade level coordinators Who will Participate: All teachers and staff at DIT meetings How Often: 4 times per year Impact: All teachers and staff will increase utilization of Google docs, accessing and utilizing STAR and DIBELS reports.
10/3/17	6/20/18	Activity: Teachers and staff will use assessment data to inform instructional groupings and identify specific needs. Person(s) Responsible: School leaders, teachers, and staff Who will Participate: All teachers and staff How Often: 4 times per year Impact: Teachers will be able to use assessment data and reports to make informed instructional decisions for all students.
9/7/17	6/30/18	Activity: All grade level data leaders will access data within Google Docs in order to adjust fluid instructional groupings based on analysis of data and collaboration with grade level teachers. Person(s) Responsible: Grade Level Data Leaders Who will Participate: All teachers How Often: ongoing Impact: Teachers will be able to access and use digital technology including Google Docs, chromebooks, and assessment data in order to maintain and monitor student instructional groupings. Teachers will share instructional strategies that are effective in meeting the needs of students.

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:	IIT
B2. DTSDE Review Type:	2017

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on last years DTSDE's recommendations the school needs to fully adopt one acknowledgement system school-wide to positively address and support the behavioral and mental health needs of our students

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, the school will have implemented PBIS and the use of one acknowledgement system in all areas including: common areas, classrooms, and buses in order to increase stakeholder knowledge and support students' behavioral and mental health needs as evidenced by a 5% decrease in major and minor infraction referrals.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	PBIS data, faculty meeting attendance, PBIS walk through data, monthly PBIS school wide assembly,

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/5/17	10/6/17	Activity: The PBIS team will communicate the implementation plan and PBIS updates to the faculty and staff in order to establish a cohesive implementation of the PBIS program. Person(s) Responsible: building principal and P.B.I.S. team Who will Participate: all faculty and staff How Often: Monthly Impact: Staff will implement PBIS initiatives.
9/5/17	10/30/17	Activity: Classroom teachers will create and implement a common acknowledgement system aligned with PBIS. Person(s) Responsible: PBIS team, building leaders Who will Participate: classroom teachers How Often: once Impact: A consistent acknowledgement system will be utilized in all classrooms.
9/5/17	10/6/17	Activity: The PBIS Committee will present information regarding the school's new behavioral management system (PBIS) at Open House. Person(s) Responsible: school building leaders Who will Participate: Attendees of Open House How Often: Open House in September Impact: Parents and families who attend Open House will have knowledge of PBIS and its implementation at Casey Park School.
9/5/17	6/20/18	Activity: Collect, analyze and report infraction data to identify students needs through schooltool. Person(s) Responsible: PBIS data collection coordinator and team Who will Participate: All teachers and staff How Often: monthly Impact: Increase staff awareness of infraction data.

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:	2017
B2. DTSDE Review Type:	IIT

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on an identified gap as evidenced by teacher reporting and data gathered from attendance at school functions including: parent/teacher conferences, parent signatures on homework, and attendance at school events, this school needs to develop and offer effective modes of communication to promote genuine and trusting school community partnerships.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018, the school will have implemented preferred modes of communication, based on results of parent and teacher surveys, in order to increase communication and promote genuine, trusting school community partnerships, as evidenced by a 10% increase in attendance school events and use of preferred communication tool.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	parent attendance at school events, parent participation in school surveys, parent participation using communication tools

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/5/17	10/6/17	Activity: Create, disseminate, and collect parent and teacher modes of communication preference surveys Person(s) Responsible: School building leaders Who will Participate: teachers, parents, families, school building leaders How Often: 2 times - 1 fall and 1 spring Impact: Alignment of mode of communication to parent and teacher preferences in order to better accommodate the needs of parents and improve the flow of two way communication.
9/5/17	6/30/18	Activity: Create, disseminate and implement grade level weekly home communication sheets Person(s) Responsible: teachers Who will Participate: teachers, students, parents, families How Often: weekly Impact: Elicit weekly two way communication between parents, families, and teachers in order to establish a routine to facilitate the function of two way communication.
9/5/17	10/6/17	Activity: The PBIS committee will present information regarding the school's behavior management system (PBIS) at Open House. Person(s) Responsible: School Building leaders, School Social Worker Who will Participate: All attendees of Open House How Often: once Impact: Inform parents and guardians of the new behavior management system (PBIS) that is being implemented this school year in order to establish better follow through from school to home.
9/5/17	6/30/18	Activity: Update information on school website to include PBIS, math, science, upcoming school events, and school news. Person(s) Responsible: school building leaders, teachers, Casey Park Parent Teacher Organization Who will Participate: Casey Park teachers, parents, building leaders How Often: monthly Impact: Increased communication with families in order to support awareness of curriculum, programs and school activities.