

SCHOOL NAME: MARY TODD

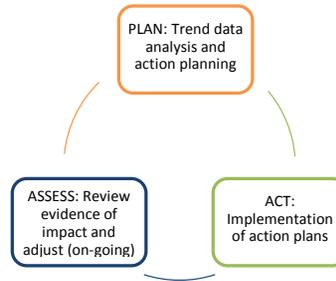
PRINCIPAL: FREDA ASHER

DATE: 2018-19

### School Turnaround Plan: CE Focused Improvement Planning Process

The purpose of the Strategic Plan is to support schools in:

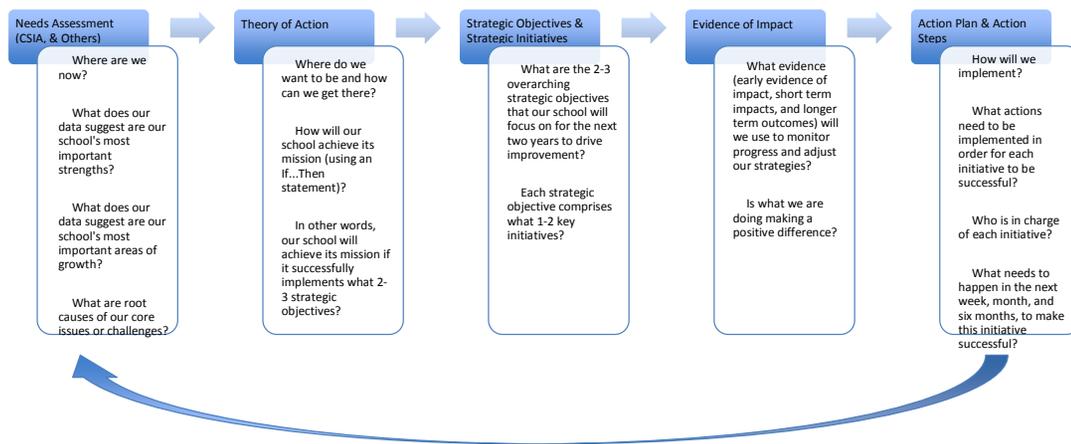
- 1) Using an inquiry process to examine quantitative and qualitative data to identify and prioritize needs,
- 2) Developing a few high-leverage strategic objectives that will drive a coherent plan of work,
- 3) Identifying a limited set of strategic initiatives within each objective that will lead to improved student learning
- 4) Developing a set of actions for achieving the strategic initiatives, and
- 5) Creating a plan to measure progress and impact against collaboratively-identified benchmarks.



We will revise/add to the plan as needed along the way (strategic objectives, strategic initiatives, action plan, and plans to assess progress). This should not be viewed as a static document, but rather an ongoing effort to document and encourage continuous learning and improvement at the school level.

## OVERVIEW OF THE STRATEGIC PLANNING PROCESS

The recommended steps to be taken during the development and implementation of a strategic plan mirror the steps of a cycle of continuous improvement. The goal is that the strategic plan is a vital part of an ongoing process of reflection and refinement of educational practice that will lead to substantial and ongoing student learning gains. The phases include:



## SECTION 2: SCHOOL VISION, CORE VALUES AND THEORY OF ACTION

### VISION STATEMENT

*Where are we going? Describes in clear, compelling terms the preferred future reality of what the school must become to help all students learn.*

Preparing leaders for excellence in academics, wellness, and citizenship.

### CORE VALUES

*How do we travel? The values that underlie our work, how we interact with each other, and which strategies we employ to fulfill our vision*

Our core values consist of high expectations for all students and teachers, perseverance, caring for each other, and teamwork.

### THEORY OF ACTION

*What is our path? The beliefs and assumptions we hold about why certain actions will lead to the vision we seek. Framed as an "if...then" statement.*

If we give our teachers the training and the tools to do their jobs well, including building positive relationships, then we will create an excellent school that ensures high levels of student performance.

### INTENDED STRATEGIC OBJECTIVES

*The coherent group of overarching goals and key levers for improvement that will achieve the vision.*

1. The school will develop a system to actively close achievement gaps within grades to ensure student proficiency and mastery of grade level standards.
2. Develop a system for professional learning across the school that provides opportunities for teachers to develop their pedagogical skills to ensure that:
  - a. Daily instruction meets the varied learning needs of our students.
  - b. Students are exposed to rigorous learning experiences that allow them to acquire 21st Century Learning Skills such as critical thinking, problem solving, collaboration and technological skills.
3. The school will develop a system to meaningfully engage families and community entities in its operations and improvement initiatives.

## SECTION 3: STRATEGIC OBJECTIVES, STRATEGIC INITIATIVES & ACTION STEPS

### Guidelines

Each team will complete an Action Plan Template below for one of the 2-3 strategic objectives.

- The strategic objectives may be decided based on your school's unique needs and your analysis of data.
- The strategic initiatives should lead to substantial gains in student learning.
- Strategic initiatives and action plans should take into consideration gap closure for sub-group populations (e.g. special needs, ELL, etc.).
- Please feel free to add a page for additional details or definitions of terms/acronyms.

**Step #1:** In collaboration with your group members, identify the 2-3 strategic objectives that your school will focus on in the next three years to drive improvement.

**Step #2:** Identify 1-3 strategic initiatives that the school will implement to achieve the desired outcomes. Specifically, what strategies will the school employ to achieve its objectives?

**Step #3:** Identify the expected long-term outcomes. Link each initiative to quantifiable early evidence of impact. How will the school monitor the impact of its initiatives and action steps?

**Step #4:** Determine a set of action steps.

- Identify an owner or lead. Who will be responsible for leading the implementation of the action step and monitoring early evidence of impact?
- Identify the resources required for successful implementation (e.g., staffing, training, technology, funding, and materials).
- Identify the timeframe for each action step. When will the school team review evidence of progress?

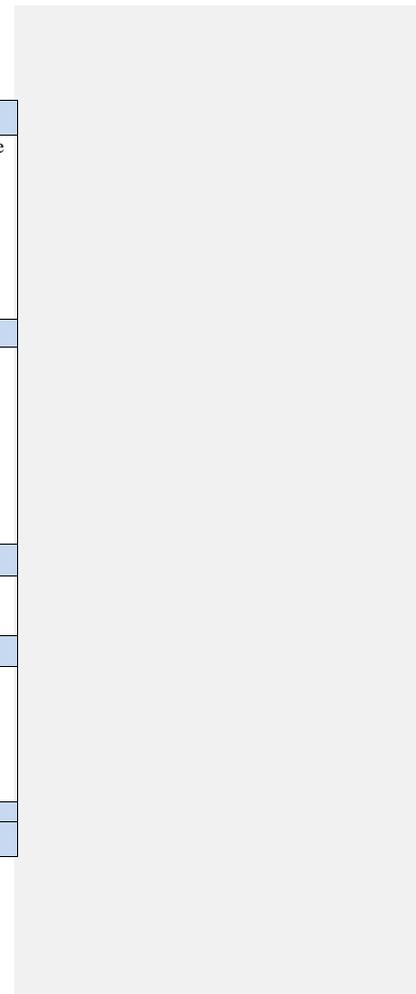
Element	Definition
<b>Strategic Objectives</b>	The coherent group of overarching goals and key levers for improvement that will achieve the vision.
<b>Strategic Initiatives</b>	The projects and programs that support and will achieve the strategic objectives, and lead to substantial gains in student learning.
<b>Long Term Outcomes</b>	The expected results at the end of three years: what they will be, how they will be measured, and when they will occur. For example, in Year 2, reduce the math achievement gap for English Language Learners by 25% as measured by the end of year proficiency exam.
<b>Evidence of Impact</b>	Identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence of impact are indicators of effective implementation rather than measurements of interim results. Early evidence of impact might include changes in practice or attitude from sources such as classroom observation or surveys. For example, an increase in student use of oral language was observed in 80% of the ESL teachers' classrooms between October and May.

<b>Strategic Objective #1</b>			
<p>1. The school will develop a system to actively close achievement gaps within grades to ensure student proficiency and mastery of grade level standards.</p> <p>CHETL Section 3: A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving.</p>			
<b>Which district goal(s) does this strategic objective align to?</b>			
80% of all students at grade level mastery; 0% of students scoring in the novice category as evidenced by KPREP; demographic gaps closed, close instructional gaps among diverse populations, end of year grade level standards mastery-vertical alignment			
<b>Initiative #1</b>			
Each grade level will review and align power standards based on the CCSS to ensure end of year grade level proficiency and have protected time to vertically align with the grade level above and below. CHETL Section 3:			
A - Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.			
B – Teacher scaffolds instruction to help students reason and develop problem-solving strategies.			
<b>Long Term Outcomes (after Year 3)</b>			
Students will score 80% proficient or higher, and exceeding projected growth.			
<b>Early Evidence of Impact (monthly):</b>	<b>Short Term Evidence of Impact (quarterly):</b>	<b>Annual Outcomes (after Year 1):</b>	
Teachers will be differentiating instruction in Tier 1 More intentional monitoring of individual student progress-SPS	Fewer students moving to Tier 2	All students will be meeting or exceeding MAP growth goal	
<b>Year 1 Action Steps</b>	<b>Lead</b>	<b>Resource Requirements</b>	<b>Completion Date</b>

1. Charlotte Flatt will create a committee to identify power standards at each grade level.	Charlotte	Anchor standards, copies, time, District support-CIA	March 28, 2019
2. Committee reviews District power standards and identifies the power standards at each grade level at MTE	Charlotte & Committee	District anchor standards, time, District support-CIA	Before end of school year May 2019
3. The committee will develop a communication strategy to ensure all teachers understand the power standards and the rationale for aligning them across the grade levels	Committee	Time, anchor standards Time reserved at faculty meetings/PLCs to communicate power standards	Beginning of 2019-2020 school year
4. School leaders will monitor the implementation of the power standards and ensure the supporting standards are not ignored	School Leadership	Release Day agendas, PLC agendas, lesson plans	Beginning of 2019-2020 school year

**Commented [1]:** Should we add PD training that Cambridge will be providing in August?

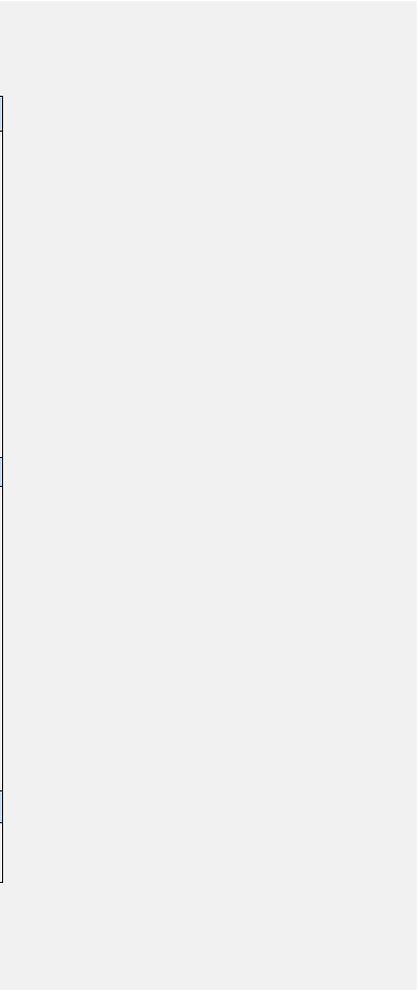
Strategic Objective #1			
<p>1. The school will develop a system to actively close achievement gaps within grades to ensure student proficiency and mastery of grade level standards. CHETL Section 3:</p> <p>A - Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.</p> <p>B – Teacher scaffolds instruction to help students reason and develop problem-solving strategies.</p>			
Initiative #2			
<p>The school will review and refine Tier 1 instruction to target novice reduction and increase proficiency by effectively using data and identifying and utilizing effective instructional strategies.</p> <p>CHETL Section 3:</p> <p>A - Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.</p> <p>B – Teacher scaffolds instruction to help students reason and develop problem-solving strategies.</p>			
Long Term Outcomes (after Year 3)			
Students will score 80% proficient or higher, and exceeding projected growth.			
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Teachers will be differentiating instruction in Tier 1 More intentional monitoring of individual student progress-SPS Increased proficiency on formative assessments	Fewer students moving to Tier 2 MAP data	All students will be meeting or exceeding MAP growth goal K-Prep data	
Year 1 Action Steps	Lead	Resource Requirements	Completion Date



1. PLC time will be devoted to novice reduction twice per month using the PDSA model, including Tier 1 effectiveness.	Leadership	Lesson plans, student work samples, exemplars, error analysis tools	Ongoing
2. Creation of a service delivery model for support staff that includes push-in that effectively supports Tier 1 instruction.	Master scheduling team	calendar templates, samples of collaborative push-in model schedules	March 21 (master schedule meeting)
3. Establish and communicate a list of "look-fors" based on eleot walk through tool.	Freda Asher Caryn Huber	ELEOT instrument	ongoing
4. School leaders will utilize the eleot walk-throughs to ensure effective Tier 1 instruction is occurring. School leaders will select areas of focus each month.	Freda Asher Caryn Huber	ELEOT instrument; identified focus areas	Beginning of 2019-2020
5. Refine Tier 1 and refine existing Tier 2 and 3 MTE MTSS Toolbox.	Sherry Price Allison George	District support staff (Jenny Leahy)	May 1
6. Committee will build capacity by determining a plan for providing staff with the resources and professional learning needed to implement effective instruction that engages students cognitively, develops their conceptual understanding, and encourages critical thinking and problem solving (HOTS, cooperative learning, Genius Hour, peer learning, Swivl, etc...)	Allison George Sherry Price Page Harman Freda Asher	Coverage for teachers looking to observe schedule for peer observations assets inventory	May 1

**Commented [2]:** What about adding success criteria here? I think if we're expecting students to be successful then the teachers need to develop success criteria for how they expect work to be completed. This will keep expectations focused and help to drive conversations regarding exemplar work.

<p><b>Strategic Objective #1</b></p>
<p>The school will develop a system to actively close achievement gaps within grades to ensure student proficiency and mastery of grade level standards.</p> <p>CHETL Section 3-A teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving</p> <p>Teacher Characteristics</p> <p>A - Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.</p> <p>B – Teacher scaffolds instruction to help students reason and develop problem-solving strategies.</p> <p>C - Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.</p>
<p><b>Initiative #3 (Optional)</b></p>
<p>Develop a system to tightly monitor individual student progress, by engaging all who work with students to identify gaps and formulate supports to meet emerging needs of students. CHETL Section 3:</p> <p>A - Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.</p> <p>B – Teacher scaffolds instruction to help students reason and develop problem-solving strategies.</p> <p>C - Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.</p>
<p><b>Long Term Outcomes (after Year 3)</b></p>
<p>Students will score 80% proficient or higher, and exceeding projected growth.</p>



Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):	
Formative and summative assessments	Summative assessments MAP data	MAP Data K-Prep	
Year 1 Action Steps			
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Establish a system which analyzes students' work to identify skill gaps, inform instructional practice, and develop a plan of action.	Page Harman Sherry Price Freda Asher Mandi Stroub	SPS time	May 1, 2019
2. Teachers will meet to formulate supports to meet the needs of student skill gaps. Recommendations will be made to improve Tier 1 instruction and Referrals made to Tier 2 and 3 supports.	Leadership Teacher Teams	district support, assets inventory (peer coaches)	August 2019/ongoing

**Strategic Objective #1**

The school will develop a system to actively close achievement gaps within grades to ensure student proficiency and mastery of grade level standards.

**CETL Section Four: Instructional Relevance**

A teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

**Teacher Characteristics**

A-Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.

B-Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.

C-Teacher incorporates student experiences, interests and real-life situations in instruction.

D-Teacher selects and utilizes a variety of technology that support student learning.

E-Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges.

F-Teacher works with other teachers to make connections between and among disciplines.

G-Teacher makes lesson connections to community, society, and current events.

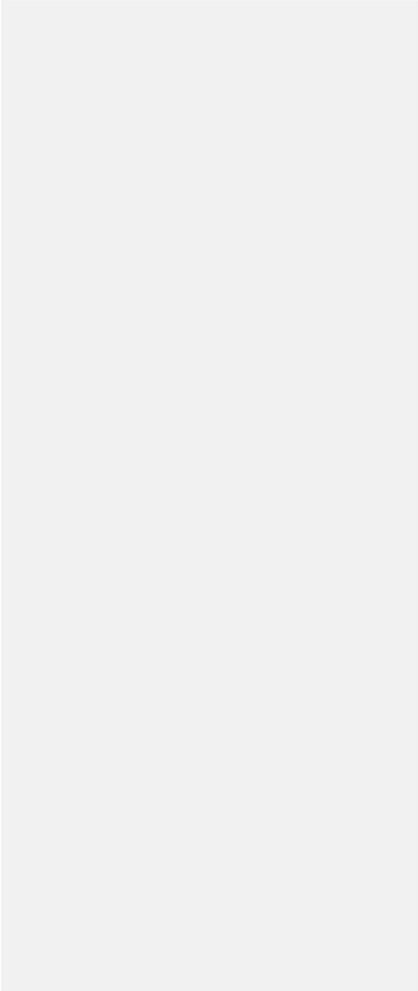
Initiative #4				
Team leads will work with leadership to ensure teachers receive needed resources and support.				
A-Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.				
B-Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.				
C-Teacher incorporates student experiences, interests and real-life situations in instruction.				
D-Teacher selects and utilizes a variety of technology that support student learning.				
Long Term Outcomes (after Year 3)				
Students will score 80% proficient or higher, and exceeding projected growth.				
Early Evidence of Impact (monthly):	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):		
Increased proficiency on formative assessments	Fewer students moving to Tier 2 MAP data	All students will be meeting or exceeding MAP growth goal K-Prep data		
Year 1 Action Steps		Lead	Resource Requirements	Completion Date
1. Team leads will report to Instructional Leadership Team the needs of each grade level		Team Leads Leadership	Money, FRC	Ongoing

Commented [3]: Why FRC??

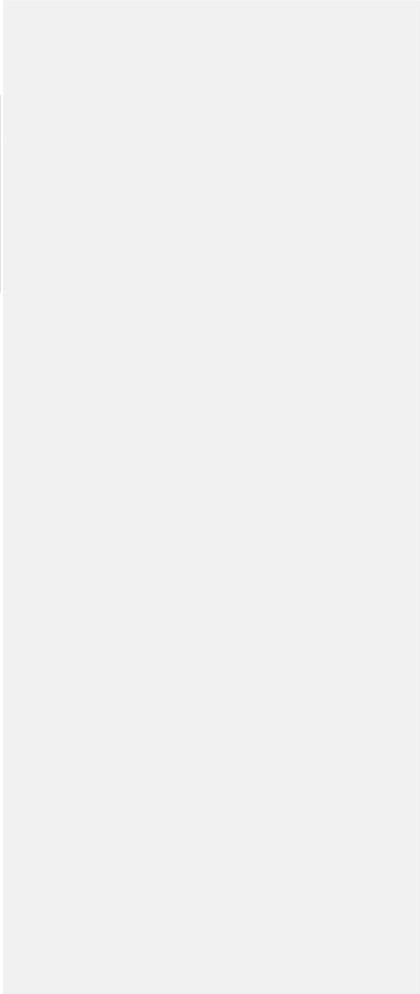
Year 2 Anticipated Action Steps Strategic Objective # 1	
Strategic Initiative	Anticipated Action Steps
Each grade level will review and align power standards based on the CCSS to ensure end of year grade level proficiency and have	Walkthroughs to observe standards, rigorous outcomes and activities, success criteria and activities congruent and aligned to the standards.

protected time to vertically align with the grade level above and below.	
The school will review and refine Tier 1 instruction to target novice reduction and increase proficiency by effectively using data and identifying and utilizing effective instructional strategies.	-Planning sessions with teachers to ensure lesson plans that include high yield strategies -Teachers will complete self reflections within their lesson plans to determine if the level of rigor for each lesson is appropriate.
Develop a system to tightly monitor individual student progress, by engaging all who work with students to identify gaps and formulate supports to meet emerging needs of students.	Leadership will ensure professional learning opportunities for high yield strategies, culturally responsive teaching, differentiation, and rigorous learning activities.

Year 3 Anticipated Action Steps Strategic Objective # 1	
Strategic Initiative	Anticipated Action Steps
Each grade level will review and align power standards based on the CCSS to ensure end of year grade level proficiency and have protected time to vertically align with the grade level above and below.	Provide additional professional development opportunities for teachers to increase knowledge and build capacity.
The school will review and refine Tier 1 instruction to target novice reduction and increase proficiency by effectively using	Leadership will ensure professional learning opportunities for high yield strategies, culturally responsive teaching, differentiation, and rigorous learning activities.

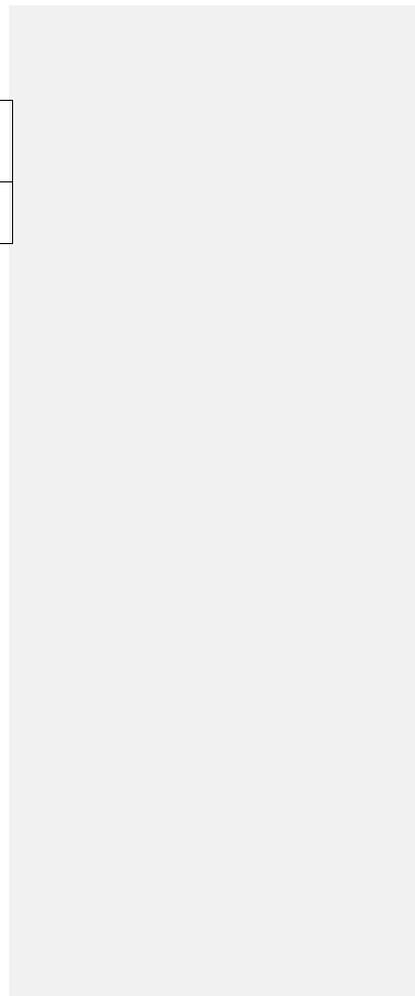


data and identifying and utilizing effective instructional strategies.	
Develop a system to tightly monitor individual student progress, by engaging all who work with students to identify gaps and formulate supports to meet emerging needs of students.	SBIS Coaches and master leaders will model high yield strategies, culturally responsive teaching, differentiation, and rigorous learning activities to build capacity of all teachers.

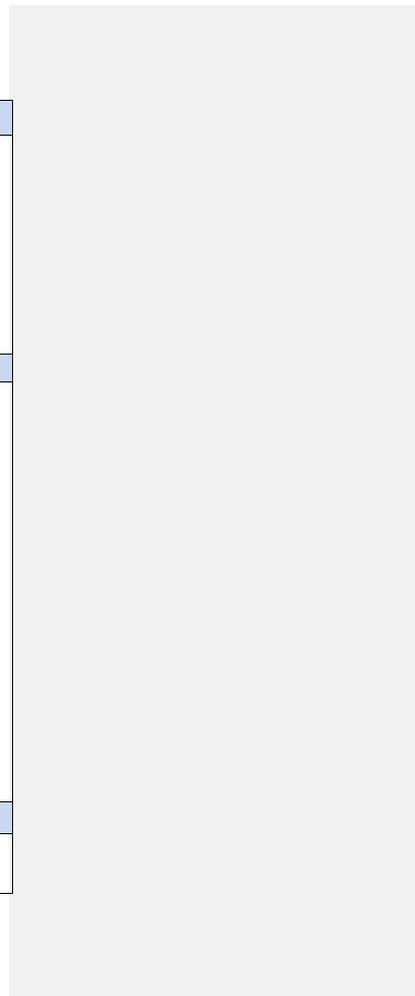


<b>Strategic Objective #2</b>			
Develop a system for professional learning across the school that provides opportunities for teachers to develop their pedagogical skills to ensure that: CHETL Section 3:			
<ul style="list-style-type: none"> <li>a. Daily instruction meets the varied learning needs of our students.</li> <li>b. Students are exposed to rigorous learning experiences that allow them to acquire 21st Century Learning Skills such as critical thinking, problem solving, collaboration and technological skills.</li> </ul>			
<b>Which district goal(s) does this strategic objective align to?</b>			
80% of all students at grade level mastery; 0% of students scoring in the novice category as evidenced by KPREP; demographic gaps closed, close instructional gaps among diverse populations, end of year grade level standards mastery-vertical alignment			
<b>Initiative #1</b>			
Develop a system to monitor professional learning to ensure it results in meeting the varied learning needs of students and that students are exposed to various learning experiences.			
<b>Long Term Outcomes (after Year 3)</b>			
Students will meet proficiency and growth goals of 80% or greater, be prepared for the next levels, and demonstrate 21st century skills.			
<b>Early Evidence of Impact (monthly):</b>	<b>Short Term Evidence of Impact (quarterly):</b>	<b>Annual Outcomes (after Year 1):</b>	
Teacher practices are more aligned with the students' individual needs. By the end of this school year, we can measure progress by eleot data.	PD plan Eleot data Teacher evaluation ratings reflect progress in Domains 2, 3, and 4	80% of students or higher will meet or exceed MAP growth goals Students can articulate what they are learning	
<b>Year 1 Action Steps</b>	<b>Lead</b>	<b>Resource Requirements</b>	<b>Completion Date</b>
1. Sign-In sheets will be completed for each Professional Learning Experience	Karen Martin	PD vendors	Ongoing
2. Participants will complete evaluations of each Professional Learning Experience	Karen Martin	Evaluations	Ongoing

3. Analyze student work related to the Professional Learning Experiences at PLCs to determine efficacy of Professional Learning Experience	Allison George Classroom Teachers Leadership	time in PLC agenda	Ongoing
4. Eleot walk through data will be used to determine efficacy of Professional Learning Experience	Freda Asher Caryn Huber	ELEOT tool	Ongoing

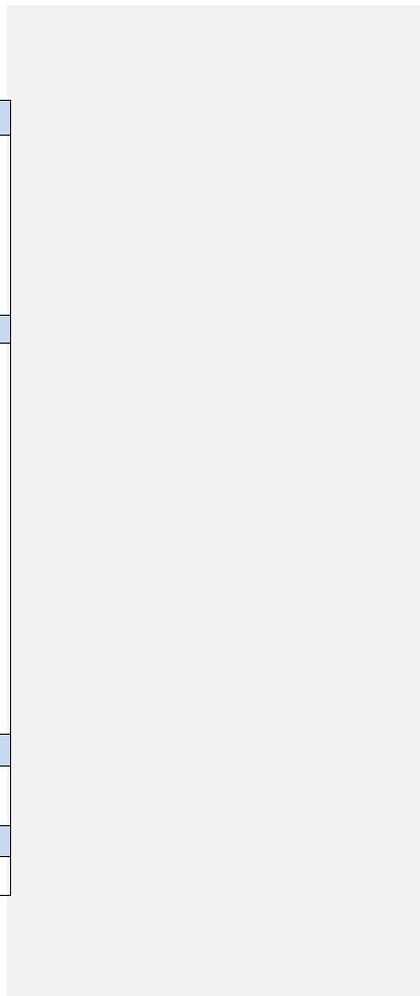


<b>Strategic Objective #2</b>
<p>Develop a system for professional learning across the school that provides opportunities for teachers to develop their pedagogical skills to ensure that:</p> <p>CHETL Section 3:</p> <ul style="list-style-type: none"> <li>a. Daily instruction meets the varied learning needs of our students.</li> <li>b. Students are exposed to rigorous learning experiences that allow them to acquire 21st Century Learning Skills such as critical thinking, problem solving, collaboration and technological skills.</li> </ul>
<b>Initiative #2</b>
<p>Administrative team will utilize various tools, such as the audit report, EZ team feedback, eleot walk-through, to identify professional learning needs. CHETL Section 4:</p> <p><b>Section Five: Knowledge of Content</b></p> <p>A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.</p> <p>Teacher Characteristics</p> <ul style="list-style-type: none"> <li>A- Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.</li> <li>B- Teacher maintains on-going knowledge and awareness of current content developments.</li> <li>C- Teacher designs and implements standards-based courses/lessons/units using state and national standards.</li> <li>D- Teacher uses and promotes the understanding of appropriate content vocabulary.</li> <li>E- Teacher provides essential supports for students who are struggling with the content.</li> <li>F- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.</li> </ul>
<b>Long Term Outcomes (after Year 3)</b>
<p>Students will meet proficiency and growth goals of 80% or greater and teachers will perform higher on eleot and Danielson framework ratings.</p>

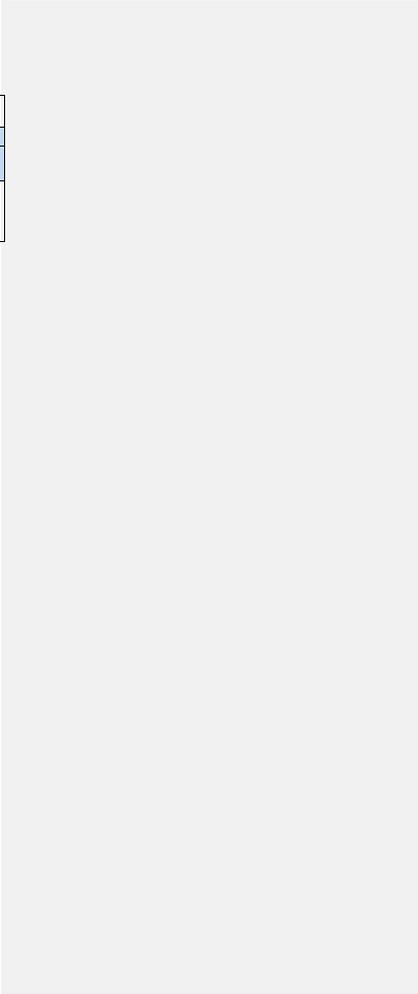


Early Evidence of Impact (monthly)	Short Term Evidence of Impact (quarterly):	Annual Outcomes (after Year 1):		
Survey results	Improved eleot scores Improved walk through data improved student data Improved student work quality	<b>Improved student proficiency across all content areas</b>		
Year 1 Action Steps		Lead	Resource Requirements	Completion Date
1. Conduct teacher survey for desired PD addressing their individual needs		Karen Martin	Data results	May 1, 2019
2. Analyze data from EZ, Audit and eleot to determine professional learning needs		Freda Asher Caryn Huber	Data results	May 1, 2019

<b>Strategic Objective #2</b>		
Develop a system for professional learning across the school that provides opportunities for teachers to develop their pedagogical skills to ensure that: <ul style="list-style-type: none"> <li>a. Daily instruction meets the varied learning needs of our students.</li> <li>b. Students are exposed to rigorous learning experiences that allow them to acquire 21st Century Learning Skills such as critical thinking, problem solving, collaboration and technological skills.</li> </ul>		
<b>Initiative #3 (Optional)</b>		
Develop a system to provide targeted and differentiated learning opportunities for the teachers. <b>Section Five: Knowledge of Content</b> A teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.  Teacher Characteristics A- Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students. B- Teacher maintains on-going knowledge and awareness of current content developments. C- Teacher designs and implements standards-based courses/lessons/units using state and national standards. D- Teacher uses and promotes the understanding of appropriate content vocabulary. E- Teacher provides essential supports for students who are struggling with the content. F- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.		
<b>Long Term Outcomes (after Year 3)</b>		
Students will meet proficiency and growth goals of 80% or greater and teachers will perform higher on eleot and Danielson framework ratings.		
<b>Early Evidence of Impact (monthly)</b>	<b>Short Term Evidence of Impact (quarterly):</b>	<b>Annual Outcomes (after Year 1):</b>
PD Plan	Improved lesson plans	Increased student performance Increased teacher ratings on eleot and Danielson



Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Tuesday staff meetings and PLCs will be used to provide differentiated professional learning experiences	Karen Martin Freda Asher	Content specialists (in-house or district)	May 1, 2019



Year 2 Anticipated Action Steps Strategic Objective # 2	
Strategic Initiative	Anticipated Action Steps
Develop a system to monitor professional learning to ensure it results in meeting the varied learning needs of students and that students are exposed to various learning experiences.	Continue MTSS structures
Administrative team will utilize various tools, such as the audit report, EZ team feedback, elect walk-through, to identify professional learning needs.	Leadership Team will research and share best practices for high yield strategies, and differentiation techniques through PLCs and planning with teachers.
Develop a system to provide targeted and differentiated learning opportunities for the teachers.	<ul style="list-style-type: none"> <li>- Allow for reflection of structures to adjust and improve as needed.</li> <li>- Leadership Team will monitor lesson plans to check for differentiation, high yield strategies and ensure implementation through walkthroughs and observations.</li> </ul>

Year 3 Anticipated Action Steps Strategic Objective # 2	
Strategic Initiative	Anticipated Action Steps
Develop a system to monitor professional learning to ensure it results in meeting the varied learning needs of students and that students are exposed to various learning experiences.	<ul style="list-style-type: none"> <li>- Continue MTSS structures</li> <li>- School Leadership will ensure implementation.</li> <li>- Continue best practices in differentiation and high yield strategies.</li> </ul>
Administrative team will utilize various tools, such as the audit report, EZ team feedback, elect	Leadership Team will research and share best practices for high yield strategies, and differentiation techniques through PLCs and planning with teachers.

walk-through, to identify professional learning needs.	
Develop a system to provide targeted and differentiated learning opportunities for the teachers.	<ul style="list-style-type: none"> <li>- Allow for reflection of structures to adjust and improve as needed.</li> <li>- Utilize teacher leaders and master teachers to model best practices to increase knowledge and build capacity.</li> </ul>

<b>Strategic Objective #3</b>		
The school will develop a system to meaningfully engage families and community entities in its operations and improvement initiatives. CHETL Section Four: Instructional Relevance G-Teacher makes lesson connections to community, society, and current events.		
<b>Which district goal(s) does this strategic objective align to?</b>		
District Strategic Plan: Excellent Relationships--Consistent, trustworthy communications. Strong community partnerships that support families and schools, Engaged and empowered students and families.		
<b>Initiative #1</b>		
Expand the administration of parent and teacher surveys and create a committee to analyze the results to determine in what capacity(ies) parents want to be and are involved in the school.		
<b>Long Term Outcomes (after Year 3)</b>		
Parents are actively engaged in meaningfully supporting the school.		
<b>Early Evidence of Impact (monthly):</b>	<b>Short Term Evidence of Impact (quarterly):</b>	<b>Annual Outcomes (after Year 1):</b>
Initial survey results	Increased communication/interaction as indicated by the Title I Parent Contact Log.	Parents indicate that they feel welcome and are meaningfully engaged.

	Increased participation in school-sponsored events by parents and staff		
Year 1 Action Steps	Lead	Resource Requirements	Completion Date
1. Create brief parent engagement preference survey using Survey Monkey or google form as a part of the sign in process. Will need to be multilingual.	Gerughty Hodgson	Computer stations in each classroom as a part of the sign in process during parent conference night to broaden reach of survey.	Spring Conference Night (4/10/19)
2. FRYSC Advisory Council analyzes results from survey to determine most effective/requested methods of engagement and communicates those results to staff.	Myers PTA President Teacher Rep Bilingual member	survey results	May 1, 2019
3. FRYSC Advisory Council regularly monitors parent involvement through sign-in data.	Myers PTA President Teacher Rep Bilingual member	Sign-in sheets	ongoing

**Commented [4]:** Should these results be share with the staff?

<b>Strategic Objective #3</b>			
The school will develop a system to meaningfully engage families and community entities in its operations and improvement initiatives.			
<b>Initiative #2</b>			
Develop targeted parent and community engagement opportunities based on survey feedback to increase support for school-sponsored events. <b>CHEL Section One: Learning Climate</b> A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted  Teacher Characteristics A. creates learning environments where students are active participants as individuals and as members of collaborative groups B. motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect			
<b>Long Term Outcomes (after Year 3)</b>			
Parents are actively engaged in meaningfully supporting the school.			
<b>Early Evidence of Impact (monthly)</b>	<b>Short Term Evidence of Impact (quarterly):</b>	<b>Annual Outcomes (after Year 1):</b>	
Increased parent engagement at after-school events	Improved parent attendance at family and community events	Improved parent attendance at family and community events	
<b>Year 1 Action Steps</b>			
1. Focus group analyzes results and creates a plan to increase meaningful parent engagements opportunities.	Lead Beth Myers Vaneesa Meredith teacher reps	Resource Requirements Survey results	Completion Date April 20, 2019
2. Develop a recruitment strategy to reach out to families and community partners with support from FRYSC and PTA.	Beth Myers Vaneesa Meredith	Survey results	May 28, 2019

Year 2 Anticipated Action Steps Strategic Objective # 3	
Strategic Initiative	Anticipated Action Steps
Expand the administration of parent and teacher surveys and create a committee to analyze the results to determine in what capacity(ies) parents want to be and are involved in the school.	<ul style="list-style-type: none"> <li>- Create Family Engagement Committee in cooperation with FRC Coordinator to involve stakeholders like teachers, parents, and community members.</li> <li>- Created and administered parent survey which shows parents want information about how to be more involved in their child's education, and want to know more about what they are learning and how to support learning.</li> </ul>
Develop targeted parent and community engagement opportunities based on survey feedback to increase support for school-sponsored events.	<ul style="list-style-type: none"> <li>- Implement both Fall and Spring Curriculum Nights to invite parents into the classroom and learn about the standards in each content area.</li> <li>- Redesign Orientation to be more welcoming and inviting to parents.</li> </ul>

Year 3 Anticipated Action Steps Strategic Objective # 3	
Strategic Initiative	Anticipated Action Steps
Expand the administration of parent and teacher surveys and create a committee to analyze the results to determine in what capacity(ies) parents want to be and are involved in the school.	<ul style="list-style-type: none"> <li>- Continue Family Engagement Committee with all stakeholders and FRC Coordinator as lead.</li> <li>- Administer the parent Survey again, analyze results to hopefully see increase in participation. Measure participation through sign in sheets, volunteer logs, and Title 1 parent involvement logs.</li> </ul>
Develop targeted parent and community engagement	<ul style="list-style-type: none"> <li>- Work on Parent Committee Center within school to provide access for parents to gain opportunities for earning GED, learning work skills, parenting skills class, and learning how to</li> </ul>

opportunities based on survey  
feedback to increase support for  
school-sponsored events.

volunteer and be active in their child's education.

