

LEA Name:	Madison Central School
BEDS Code:	251101040000

2019-2020 District Comprehensive

Contact Name	Brian Latella
Phone	315-893-1878
Website for Published Plan	www.madisoncentralny.org

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK STATE)

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

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the plan, and understand that any significant modification of the school district's approved plan requires approval of the Board of Education.

THE SIGNATURES BELOW CONSTITUTE APPROVAL

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

ENTER DATA INTO ALL YELLOW CELLS.

DCIP Improvement Plan (DCIP)

Title	Elementary Principal
Email	blatella@madisoncentralny.org

APPROVAL BY THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE IS MANDATORY.

Components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document require the prior approval of the commissioner.

CONFIRM APPROVAL.

Print Name	Date
Michael Davis	July 9, 2019
Jennifer Lavoie	July 9, 2019

X

X

X

X

X

X

Statement of Assurances

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

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the 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
2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public Internet, distribution through the media, and distribution through public agencies.
3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional

District Leadership Team

DISTRICT LEADERSHIP TEAM: The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.1 regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education. We should ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and implementation of the plan.

Instructions: List the stakeholders who participated in developing the DCIP as required by Commissioner’s Regulations §100.18. Participants should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)
June 22, 2019	Distance Learning Room, Madison Central School	
June 28, 2019	Distance Learning Room, Madison Central School	
July 8, 2019	Distance Learning Room, Madison Central School	

Name	Title / Organization
Cheryl Livermore	Parent
Melissa McNamara	Parent
Raechell Elliott	Parent
Zane Elliott	Parent
Meghan Dougherty	Parent
KayDee Fleming	Parent
Duane Wilsey	Teacher
Amber Neiss	Teacher
Tina Bergeron	Teacher
Amber Thrasher	Teacher
Jessica Chenel	Teacher
Anna McNamara	Student
Delaney Livermore	Student
Reese Snyder	Student
Larry Nichols	Administrator
Brian Latella	Administrator
Michael Davis	Superintendent

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the DCIP.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP
Teachers responsible for teaching each identified subgroup(s)	The team has teachers from elementary and middle school. We are identifying their perspectives in the DCIP.
Parents with children from each identified subgroup.	The team has parents with students in elementary, middle and high school. We are identifying their perspectives in the DCIP.
Secondary Schools: Students from each identified subgroup	The team has students from middle and high school. We are identifying their perspectives in the DCIP.

A1. DTSDE Pillar

A2. DTSDE Sub-Pillar (if applicable)

B1. Baseline Data: Provide the most recently available information.

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1

D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.

E1. Action Plan - August 2019 through January 20

E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.
7/22/19	8/30/19
7/22/19	8/30/19
9/4/19	12/30/19
9/4/19	12/30/19
7/22/19	8/30/19
7/22/19	8/30/19
7/22/19	8/30/19
7/22/19	10/30/19
7/22/19	10/30/19
7/1/19	7/20/19
7/22/19	8/30/19
9/3/19	12/30/19
7/1/19	7/20/19
7/1/19	7/20/19
7/22/19	8/30/19

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.

G1. Action Plan - January 2020 through June 202

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.
1/1/20	6/30/20
1/1/20	6/30/20
1/1/20	6/30/20
1/1/20	6/30/20

Tenet 1: Systems and Organizations

1B Intervention and identification

- On the parent survey only 34% of parents believed the district has enough programs that develop students' social and emotional skills.
- 36% of teachers felt the school places a priority on teaching students strategies to manage their stress levels.
- 26% of high school students believe students stop and think before doing anything when they get angry

By June 2020 the district will have a formal system to analyze data around academic and social-emotional supports. The district will develop and implement a to analyze and instruct social-emotional learning.

Currently we do not have a formal system to analyze data to determine student's intervention needs.
Current system does not monitor, evaluate or adjust intervention needs of students.
The SEL needs assessment shows we do not have benchmarks for SEL initiatives.
The school does not have SEL data.

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E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.

Principals will work with teachers to develop a math pacing calendar

Principals will work with teachers to develop a math mid and end of module assessment calendar

Principals will meet with teachers throughout the school year to evaluate effectiveness of the assessment pacing calendar

Principals will have quarterly data meetings with teachers during congruent time to assess student learning in ELA and Math

Teachers will have professional development over the summer to learn effective instructional strategies for Math

Teachers will have professional development over the summer to learn effective instructional strategies for ELA and the workshop model.

Teachers will have professional development over the summer in grades K-2 to understand how to use Orton-Gillingham phonological awareness program.

Principals will develop protocols for data meetings and share with teachers.

Principals will develop a formal progress monitoring plan and share this information with the teachers

The district will purchase and implement Second Step for Social Emotional Learning for students.

Teachers will have professional development over the summer on how to implement Second Step

The teachers will begin to implement the Second Step Social-Emotional Learning curriculum to all K-8 students

The district will purchase STAR 360 for Math and ELA to progress monitor student growth.

The district will purchase Freckle for Math and ELA to use as an intervention

The district will have professional development for teacher on how to utilize STAR 360 and Freckle

Principals will have data meeting with teachers where student progress is shared. Grade level teachers will work together to determine areas in the curriculum need to be improved. Principals will work with teachers to group students for interventions based on their needs. Teachers will use the Second Step program to assist students social/emotional learning. Through the use of STAR, principals and teachers should see an improvement in both growth and proficiency for all students. Through the use of surveys, parent, teacher and students perspective on social/emotional learning will increase by 20%

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G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year determines that the August to January steps have been successful.

Principals will continue to have data meeting with grade level teachers to compare results.

Principals will work with teachers to reorganize Rtl groups based on data and need

Stakeholders will be surveyed to determine if improvements on the stakeholder surveys has taken place

Principals will use superintendent days for professional development on ELA and Math standards and instruction.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

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A1. DTSDE Pillar
A2. DTSDE Sub-Pillar (if applicable)

B1. Baseline Data: Provide the most recently available information.
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C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 2
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D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.
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E1. Action Plan - August 2019 through January 20

E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.
9/5/19	12/30/19
9/5/19	12/30/19
7/1/19	8/30/19
9/5/19	12/30/19
9/5/19	12/30/19
7/1/19	10/30/19
9/5/19	12/30/19
9/5/19	12/30/19
9/5/19	12/30/19

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.

G1. Action Plan - January 2020 through June 202

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.
1/1/20	6/30/20
1/1/20	6/30/20

Tenet 2: School Leadership

2B Ensure a Culture and Climate of Success

- 47% of High School students felt school rules are applied equally to all students.
- 52% of high school students felt discipline was fair.
- 30% of instructional staff believe the school effectively handles student discipline and behavior problems.

By June 2020 the principals will develop clear expectations for student and adult behaviors based on school values and beliefs with explicit instruction through implementation of PBIS in grades K-5. The principals will attend weekly grade/content level meetings to share a school continuous improvement plan focused behavior and expectations for students and staff.

Currently we do not have a PBIS program so all teachers are on the same page in regards to school rules. A common thing heard among committee members is that it is "just Madison" making the impression that there are not high standards for students.

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E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.

Elementary principal will implement Positive Behavioral Intervention System with K-5 students

Secondary principal will work with staff to develop a middle/high school PBIS program.

Principals will compare student and parent handbooks to board policy and make changes so they are consistent with the board policy

Principals will use Schooltool to monitor and analyze discipline data

Principals will check and respond to Schooltool discipline daily

Principals will work with teachers to develop protocols for discipline

Teachers will have a comment box in their classrooms so students can ask for assistance with areas they are having difficulty with.

Secondary principal will look into Restorative Justice practices for behavior

Principals will arrange for former graduates to speak to students so students can see their potential

Principals will take care of discipline issues the same day as they occur. Teachers will understand hat issues they should attend to and which ones are for the principals. We should see a 20% reduction in discipline write ups in Schooltool.

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G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year determines that the August to January steps have been successful.

Elementary PBIS team will analyze discipline data and make needs adjustments to the PBIS protocols.

Secondary principal will develop a team to create a middle/high school PBIS system.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES

A1. DTSDE Pillar
A2. DTSDE Sub-Pillar (if applicable)

B1. Baseline Data: Provide the most recently available information.

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3

D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.

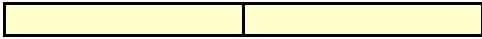
E1. Action Plan - August 2019 through January 20

E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.
7/22/19	8/30/19
7/22/19	8/30/19
7/22/19	8/30/19
7/22/19	8/30/19
7/22/19	8/30/19
7/22/19	8/30/19
9/5/19	12/30/19

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.

G1. Action Plan - January 2020 through June 202

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.
1/1/20	6/30/20
1/1/20	6/30/20
1/1/20	6/30/20



Tenet 3: Curriculum

3A Curriculum Coherence and Progression

Alignment

- On 2017-18 ELA assessment, 41% of our students received a Level 1 score.
- On 2017-18 Math assessment, 46% of our students received a Level 1 score.

By June 2020 all teachers will consistently implement the NYS Next Generation Learning Standards curriculum in ELA and Math by using district designed pacing guides. Teachers will evaluate student learning of standards frequently while principals use walk through and grade level meetings to evaluate lesson pacing.

In Math, teachers use different parts of the NYS Math Modules when teaching. Although the teachers use the end of module assessments, they do not give the assessments at the same time as their grade level colleagues and student scores are not compared or analyzed.
In ELA, teachers do not have a common phonological program in grades K-2

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E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.

- The district will hold Professional development days over summer for ELA and Math
- Principals will work with teachers to develop pacing guides for ELA and Math.
- Through BOCES, the district will have Turn-key trainers for ELA and Math
- Teachers will have professional development for the use of Ortin-Gillingham phonemic awareness
- Teacher will have summer days to plan and organize what they learned in summer professional development
- The district will hold Professional development days over summer for ELA and Math
- The district will develop a professional development team to plan out the year

We would expect to see all teachers on the same page when teaching ELA and Math. Common vocabulary will be used along with the pacing guides. This will allow teachers to instruct on all of the material instead of finishing the school year and not getting to all of the math modules. We should see a 10% increase in our STAR ELA and Math scores along with Fountas and Pinnell scores.

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G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year it determines that the August to January steps have been successful.

- Principals will meet with teachers to see that they are on pace and assessment are given at the appropriate time.
- Principals will do walk through to evaluate instruction.
- Principals will meet with grade level teams to discuss data and instruction



REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES



A1. DTSDE Pillar

A2. DTSDE Sub-Pillar (if applicable)

B1. Baseline Data: Provide the most recently available information.

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 4

D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.

E1. Action Plan - August 2019 through January 2020

<u>E2. Start Date: Identify the projected start date for each activity.</u>	<u>E3. End Date: Identify the projected end date for each activity.</u>
9/5/19	10/30/19
9/5/19	10/30/19
9/5/19	12/30/19
9/5/19	10/30/19
9/5/19	12/30/19
9/5/19	12/30/19
9/5/19	12/30/19
9/5/19	12/30/19
9/5/19	12/30/19
9/5/19	12/30/19
9/5/19	12/30/19
9/5/19	12/30/19
9/5/19	12/30/19

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.

G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.
1/1/20	6/30/20
5/1/20	6/30/20
1/1/20	6/30/20
1/1/20	6/30/20

Tenet 4: Instruction

4A Environment of Respect and Rapport

Understanding Differences and Environment of Support

- 54% of Middle school students agree that teachers often connect what I am learning to life outside the classroom.
- 46% of middle school and 54% of high school students agree that they have lots of chances to help decide things like class acti
- 45% of middle school students agree that students get along well with each other.
- 23% of parents agree that when their child does something good at school, they usually hear about it from the school.

By June 202 the district will develop ways to inform parents of classroom objectives and student outcomes. Students will have groups and develop alternative solutions to questions. Teachers will develop strategies to bring all students into the discussion learning.

In conversation, parents mentioned that the Parent Portal is not updated by teachers on a regular basis. This does not give their child is completing assignments or how their child is doing in a class. Students find a disconnect between what is taught in the stated that they do not have many opportunities to discuss topic with their peers during class time.

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E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, from January to make progress towards this goal.

The district will inform parents on the proper use of Schoooltool Parent Portal

Principals will work with teachers on consistent grading of report cards

The district will work with teachers to develop a grading policy

Principals will educate parents on the report card and what the information means.

The district will develop "Parent Universities" to get information out to parents

A PTO will be formed that meets inside of school and consists of parents and teachers

Teachers and principals will reach out weekly to parents regarding positive behavior

Teachers will use engagement strategies taught at superintendent days to engage students in the learning.

The district will add an additional late bus day so students can take part in more activities and be engaged in school.

The principals will use PBIS to focus on positive behavior

Teachers will use outdoor learning spaces to engage students

Principals and teachers will try to develop more clubs to give students more opportunities after school.

We would expect to see more students engaged in classwork and discussions. Teachers will try new ideas for teaching and utilize the building. We would expect to see a 10% increase from students on the survey when answering questions on being part of district. We would expect to see a 10% increase from parents in regards to hearing positive news about their child from school.

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G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in th determines that the August to January steps have been successful.

The district will analyze the effectiveness of the various clubs in regards to participation from students.

Principals will survey students on clubs they would like to see at school

Teachers will continue to find new ways to engage the students and use the strategies given by Becky Copp

Principal will use superintendent days to assist teachers in learning new engaging strategies

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

A1. DTSDE Pillar
A2. DTSDE Sub-Pillar (if applicable)

B1. Baseline Data: Provide the most recently available information.

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 5

D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.

F1. Action Plan - August 2019 through January 20

<u>F2. Start Date:</u> Identify the projected start date for each activity.	<u>F3. End Date:</u> Identify the projected end date for each activity.
7/2/19	8/2/19
8/2/19	8/30/19
9/3/19	12/30/19
9/3/19	12/30/19
9/3/19	12/30/19
9/3/19	12/30/19
9/3/19	12/30/19
9/3/19	12/30/19
9/3/19	12/30/19
9/3/19	12/30/19
9/3/19	12/30/19
9/3/19	12/30/19
9/3/19	12/30/19
9/3/19	12/30/19

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.

G1. Action Plan - January 2020 through June 202

<u>G2. Start Date:</u> Identify the projected start date for each activity.	<u>G3. End Date:</u> Identify the projected end date for each activity.
1/1/20	6/30/20
1/1/20	6/30/20
1/1/20	6/30/20

Tenet 5: Social-Emotional Learning

5A Establishing Schoolwide Practices that Support SEL

Schoolwide Approach

- On the parent survey only 34% of parents believed the district has enough programs that develop students' social and emotional skills.
- 36% of teachers felt the school places a priority on teaching students strategies to manage their stress levels.
- 26% of high school students believe students stop and think before doing anything when they get angry

By June 2020 the district will develop a plan and implement instruction that will establish common language and consistent approaches for SEL and give students opportunities to develop SEL core competencies.

The school does not have SEL data. Students do not understand how to regulate their own emotions or deal with stress.

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F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.

The district will purchase the Second Step Social-Emotional Learning curriculum for teachers to implement with their class.

The district will train teachers or Turnkey trainers on how to implement Second Step.

The teachers will begin to implement the Second Step Social-Emotional Learning curriculum to all K-8 students

Twice during the school year, the district will survey stakeholders using the same questions to determine the effectiveness of the program.

The principals will graph discipline data from Schooltools to look for changes and improvements with student behavior compared to the current school year.

Principals will work with teachers to align the curriculum to the NYS Social/Emotional standards

The principal will Implement a Positive Behavior Intervention System (PBIS) in grades K-5

The principals will create partnership between elementary PBIS team and middle and high school team to bring the concepts of PBIS to the middle and high school level students.

Principals will develop Wellness days for Teachers/staff

Teachers will find ways to get students outside for instruction

Principals will develop recess monitoring protocols

Principals will find innovative ways to support after school clubs such as student run clubs or comp time

We would expect to see a 10% increase in survey data for social/emotional concerns. We would expect to see a 15% decrease in discipline referral for social/emotional outbursts.

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G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year determines that the August to January steps have been successful.

Teachers will continue to implement curriculum/intervention

Teachers will survey student on their thoughts of the curriculum/intervention

Principals will survey all stakeholders with the same questions as the original survey to determine the effectiveness of the SEL program.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES

A1. DTSDE Pillar

A2. DTSDE Sub-Pillar (if applicable)

B1. Baseline Data: Provide the most recently available information.

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 6

D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the DCIP Development Team's review of data, practices, and resources, that if addressed, could result in the achievement of this goal.

E1. Action Plan - August 2019 through January 2020

E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.
7/1/19	8/30/19
9/5/19	12/30/19
7/1/19	10/30/19
7/1/19	10/30/19
7/1/19	11/30/19
9/5/19	12/30/19
9/5/19	10/30/19
9/5/19	10/30/19

F1. Mid-Year Benchmark(s) - Identify what the district would expect to see in January to know it is on track to reach its goal. While this can be descriptive, districts should use quantifiable data when applicable.

G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.
4/1/20	6/30/20
4/1/20	6/30/20
1/1/20	6/30/20
4/1/20	6/30/20
4/1/20	6/30/20

6B System for Engagement and Empowerment
Systems for Engagement

- At the time of the DTSDE the district did not have a PTO attended by both teachers and parents.
- Currently families are not involved in school planning or decision making.

By June 2020 the district will revamp the district website and make it more parent friendly and engaging. A district PTO will be established that consists of teachers and parents and meets in the school.

- Parents made a point to mention that the parent portal is not always updated by all teachers in a timely manner.
- The district website is difficult to navigate and gather information about the district and school.
- Parents are not always sure who to contact when they have academic or non-academic issues.

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E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district will take, in chronological order, between August and January to make progress towards this goal.

The district will establish a PTO

The PTO will meet monthly with parents and teachers.

The district will update its website to make it more user friendly.

The districts will use social media platforms to get information out to parents.

The district will post instructional videos for parents on the website to show how to get to parent portal or other information.

Teachers will update grades weekly on Parent Portal.

The district will develop a board approved lines of communication document and post on the website.

The district will explore ways for teacher recognition through PTO during the school year.

We would expect to see more events besides sports that parents come to school to participate in. We would expect to see an increase in parent/teacher interactions. Parents will take part in more district committees and be part of the decision process.

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G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the district envisions taking in the second half of the school year determines that the August to January steps have been successful.

The district will have a 2020/2021 calendar for open house, curriculum night and family picnic.

The district will have developed and advertised a 2020/21 first day of school welcome back event.

The PTO will continue to meet on a monthly basis

The district will explore a welcome back day on the first day of school

The district will develop a plan for events such as curriculum night, open house and family picnic

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES

