LEA Name:	City School District of Albany
LEA BEDS Code:	010100010021
School Name:	Albany International Center

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Rachel Stead	Title	Principal
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Website for Published Plan			

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

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

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)
March 22, 2019	AIC Conference Room		
May 14, 2019	AIC Conference Room		
June 11, 2019	AIC Conference Room		
June 25, 2019	AIC Conference Room		
June 26, 2019	AIC Conference Room		

Name	Title / Organization	Signature
Rachel Stead	Principal	*Rachel Stead*
Cheryl Brannock	School Counselor	*Cheryl Brannock*
Brian Huskie	Teacher	
Liz Otero	Teacher	*Elizabeth Otero*
Xrystya Szyjka	Teacher	
Christina Zontini	Teacher	*Christina Zontini*
Hnin Hnin Wai	Parent	

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. |

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 "X").

	Limited Degree (No identified subgroups improved achievement.)
	Partial Degree (Some of the identified subgroups improved achievement.)
X	Moderate Degree (A majority of identified subgroups improved achievement.)
	Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

	Limited Degree (There was no increase in the level of Parent Engagement.)
	Partial Degree (There was a minor increase in the level of Parent Engagement.)
	Moderate Degree (There was modest increase in the level of Parent Engagement.)
X	Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

	Limited Degree (Fewer than 20% of planned activities were funded.)
	Partial Degree (Fewer than 50% of planned activities were funded.)
	Moderate Degree (At least 50% of planned activities were funded.)
X	Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

	Tenet 1: District Leadership and Capacity
	Tenet 2: School Leader Practices and Decisions
	Tenet 3: Curriculum Development and Support
	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health
X	Tenet 6: Family and Community Engagement

In reflecting on the <u>PREVIOUS YEAR'S</u> 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).

AIC staff made home visits to 36% of families of students enrolled in our school. This had a significant impact on family engagement and family connection to our building, as evidenced by the DTSDE survey data.

• 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 corrections: We adjusted the format for student reflection on learning in order to include more students after reviewing data that indicated that we were not reaching enough students through Parent Conference Day and our Spring Family Night. This included integrating the reflection into instructional activities and inviting other adults (i.e. monitors, clerical staff) into classrooms to meet with individual students and hear their reflections on learning. We would like to continue this practice into the next school year.

In developing the <u>CURRENT YEAR'S</u> plan:

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

We have reviewed the tenets through the lens of the MLL/ELL Program Review Toolkit in order to maintain our focus on MLL/ELL student achievement, socio-emotional growth and parent engagement. This includes honing our mission statement, mapping curriculum to meet the needs of Newcomer/SIFE students, increasing student talk in the classroom to promote English Language Proficiency, creating a turnaround room to enhance Restorative Practices currently in place, and continue our goal of home visits.

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

We are addressing the need for a clearly-articulated and widely understood finalized vision statement; oral language development in classroom instruction, well-articulated curriculum that will support common assessment and alignment with grade-level standards, parent engagement, need for space for student reflection and restorative practices.

• 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.

Draft vision: Albany International Center welcomes newcomer students with an unwavering conviction to cultivate independent, multilingual and self-advocating individuals who will embrace their full potential as citizens of local and global communities. The mission of AIC is to provide students with English language development, content instruction and social-emotional supports that lead to successful transition to home schools and eventual college/career-readiness. As such, systemic development of student social-emotional support systems, development of benchmark assessments and review of data, and fostering self-monitoring strategies for students are critical to our core mission.

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

NYSESLAT - To advance at least one proficiency level; Reading: to achieve at least third grade reading level prior to return to home school.

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

Given that AIC is ending its second year, there is still a need to continue to develop the structures to support our mission/guiding principles. During Year 2, AIC primarily focused on the explicit development of structures to support the AIC vision of building a foundation for students in order for them to achieve their full potential. This included significant development of social-emotional supports and parent engagement.

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

Maintaining fidelity to systems that support student social-emotional growth and achievement; this will be addressed through regular progress monitoring and review of data by the Building Leadership Team. Time needed to support curriculum mapping in all areas: we will look for ways to support this in Common Planning Time (CPT) and during district PD days and Regents Week opportunities.

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

PD: Strategies for increasing oral academic discussion in the classroom and reflection in CPT to support Tenet 4; Professional development in the principles of Backwards Design and the use of Rubicon to support curriculum mapping; continued peer sharing of experiences conducting home visits to support all staff participating in visits.

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

Formal: electronic memos, newsletters, faculty meetings, walkthroughs, CPT meetings, parent conferences, parent engagement evenings website; Informal: home visits, classroom visits, phone calls, use of translators, use of refugee mentor network.

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

Electronic media, website, communicated to the Refugee Roundtable/mentor network.

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:	N/A - Internal review from District Team on 4/17/2019
B2. DTSDE Review Type:	District Team Internal Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Upon self-reflection and review of the NYSED MLL/ELL Program Quality Review Continuum, which aligns research-based best practices for MLL/ELL students with DTSDE tenets, the team determined that only some school leaders, staff and parents hold a clear vision for student success that includes high expectations for ELL student achievement and social-emotional development. AIC's vision was drafted in 2018 with some stakeholder input, but more can be elicited. The vision needs to be finalized and integrated into all AIC systems - including but not limited to PBIS, MTSS, curriculum, assessment and family engagement. Furthermore, feedback from the District Team DTSDE review included a recommendation of the creation of an AIC Advisory Board to assist in finalizing the vision statement and create an accompanying mission statement.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of the 2019-20 school year, a clear vision for student success that includes high expectations for ELL student achievement and social-emotional development will be drafted and finalized with stakeholder input, and will be disseminated to all stakeholders.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Minutes from Advisory Board meetings, input received from stakeholders, finalized vision statement made public in all AIC languages.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/1/2019	9/30/2019	School leaders will meet with the Advisory Board to outline steps to support the mission, vision and direction of Albany International Center.
10/1/2019	10/31/2019	Advisory Board will meet to offer input on development of AIC vision/mission statement.
11/1/2020	11/30/2020	Building leaders will send draft vision statements to stakeholders for feedback, compile feedback and prepare for Advisory Committee review.
12/1/2019	12/20/2019	Advisory Board will meet to review feedback and revise draft statement.
1/2/2020	1/31/2020	Building leaders will translate draft statement and share with stakeholders for final review.
2/1/2020	2/28/2020	Advisory Board will meet to finalize vision statement.
3/1/2020	3/30/2020	Building leaders will share finalized vision statement with all stakeholders; this will include finalized translated versions.
4/1/2020	4/30/2020	Building leaders will meet with all AIC committees to implement vision statement.
5/1/2020	6/30/2020	Building leaders will ensure alignment of AIC committee work and initiatives with AIC vision statement.
6/1/2020	6/30/2020	Building leaders will assess Pillar 2C of the NYSED MLL/ELL Program Quality Review Continuum to determine growth in this area.

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:	N/A - Internal review from District Team on 4/17/2019
B2. DTSDE Review Type:	District Team Internal Review

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	After assessing our ability to deliver responsive, high-quality, standards-based curricula that integrates language and content, we have found that there is inconsistency among student and teacher perceptions regarding the degree to which our curriculum challenges students. The School Performance Scan Survey indicated that only 40.4% of students "strongly agree" that the school's curriculum is challenging. However, 87.5% of staff reported that students are challenged. As a result, there is a gap in perceptions regarding what challenges our students.

D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2020, 25% of all courses offered at AIC will be fully mapped in Rubicon using Backwards Design principles. The maps will be aligned with Next Gen Standards and NYSESLAT Targets of Measurement to articulate both content and language expectations for each course.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Progress will be monitored using a matrix of courses mapped and sections completed via quarterly updates in Rubicon during BLT meetings in November, February, April and June.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/2019	8/30/2019	A calendar will be developed outlining dates dedicated to mapping during the 19-20 school year, along with curriculum writing teams.
9/5/2019	9/5/2019	Teachers will receive a calendar outlining dates dedicated to mapping during the 19-20 school year, along with curriculum writing teams.
9/5/2019	10/31/2019	All AIC teachers will receive professional development on Backwards Design/using Rubicon.
10/1/2019	11/7/2019	AIC Curriculum Writing Teams will use principles of Backwards Design to map their course using Rubicon.
11/1/2019	11/30/2019	BLT will review progress on curriculum mapping in Rubicon and evaluate each map's completion of the following curriculum map areas: Calendar/Pacing, Standards, Essential Questions, Content/Skills, Assessment, Differentiation and Resources.
11/12/2019	1/24/2020	AIC Curriculum Writing Teams will use principles of Backwards Design to map their course using Rubicon.
2/1/2020	2/28/2020	BLT will review progress on curriculum mapping in Rubicon and evaluate each map's completion of the following curriculum map areas: Calendar/Pacing, Standards, Essential Questions, Content/Skills, Assessment, Differentiation and Resources.
1/27/2020	4/9/2020	AIC Curriculum Writing Teams will use principles of Backwards Design to map their course using Rubicon.
4/1/2020	4/30/2020	BLT will review progress on curriculum mapping in Rubicon and evaluate each map's completion of the following curriculum map areas: Calendar/Pacing, Standards, Essential Questions, Content/Skills, Assessment, Differentiation and Resources.
4/20/2020	6/15/2020	AIC Curriculum Writing Teams will use principles of Backwards Design to map their course using Rubicon.
6/1/2020	6/30/2020	BLT will review progress on curriculum mapping in Rubicon and evaluate each map's completion of the following curriculum map areas: Calendar/Pacing, Standards, Essential Questions, Content/Skills, Assessment, Differentiation and Resources.
6/1/2020	6/30/2020	BLT will complete a matrix of all AIC courses mapped and progress made in all areas to determine the percentage of AIC courses that are fully mapped. Recommendations for course mapping for the following year will be made.

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:	N/A - Internal review from District Team on 4/17/2019
B2. DTSDE Review Type:	District Team Internal Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	During the April 2019 DTSDE review, feedback from the reviewers indicated that an area of focus for AIC is to implement strategies to increase student talk during instruction. In addition, the AIC developed three common assessments during the 18-19 school year. There is a need to develop a system utilizing these benchmarks to analyze data, measure student growth over time and set instructional goals.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2020, 100% of all Common Planning Teams will implement and reflect monthly on the use of a minimum of six techniques for engaging students in structured academic conversations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. CPT notes on development of collaborative tasks and actionable steps; 2. Classroom walkthrough data.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
6/27/2019	9/5/2019	Teachers will receive professional development in strategies for increasing academic discussion among ELLs during PD days on 6/27/2019 and 9/5/2019; a minimum of three strategies to be used across all AIC classrooms will be identified.
07/01/2019	9/5/2019	Anchor charts outlining targeted strategies will be distributed to teachers and displayed in classrooms.
9/3/2019	9/30/2019	At the September BLT meeting, school leaders will complete the following: 1. Create a plan to introduce teachers to the *Academic Discussion Continuum of Teacher Practice* for use in BLT meetings; 2. Create a calendar to focus on one dimension of the *Continuum* at monthly faculty meetings throughout the year.
9/3/2019	9/30/2019	School leaders will train teachers in use of self-assessment tool to use in CPT related to increasing academic discussion among ELLs.
10/1/2019	10/31/2019	In CPT, teachers will self-assess on the first dimension of the continuum (*Planning: The What*) and create an actionable step to focus on for the month.
10/1/2019	10/31/2019	School leaders will focus on providing feedback on the dimension *(Planning: The What)* during learning walkthroughs.
11/1/2019	11/30/2019	In CPT, teachers will self-assess on the second dimension of the continuum (*Planning: The How*) and create an actionable step to focus on for the month.
11/1/2019	11/30/2019	School leaders will focus on providing feedback on the dimension *(Planning: The How)* during learning walkthroughs.
12/1/2019	1/30/2020	In CPT, teachers will self-assess on the sixth dimension of the continuum (Evidence of SEL and Classroom Management) and create an actionable step to focus on for the month.

12/1/2019	1/30/2020	School leaders will focus on providing feedback on the dimension (Evidence of SEL and Classroom Management) during learning walkthroughs.
2/1/2020	2/28/2020	In CPT, teachers will self-assess on the third dimension of the continuum (*Teacher & Student Facilitation*) and create an actionable step to focus on for the month.
2/1/2020	2/28/2020	School leaders will focus on providing feedback on the dimension *(Teacher & Student Facilitation)* during learning walkthroughs.
3/1/2020	3/31/2020	In CPT, teachers will self-assess on the fourth dimension of the continuum (*Supporting All Students*) and create an actionable step to focus on for the month.
3/1/2020	3/31/2020	School leaders will focus on providing feedback on the dimension *(Supporting All Students)* during learning walkthroughs.
4/1/2020	5/31/2020	In CPT, teachers will self-assess on the fifth dimension of the continuum (*Evidence of Learning*) and create an actionable step to focus on for the month.
4/1/2020	5/31/2020	School leaders will focus on providing feedback on the dimension *(Evidence of Learning)* during learning walkthroughs.

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:	N/A - Internal review from District Team on 4/17/2019
B2. DTSDE Review Type:	District Team Internal Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	As AIC is entering its third year of existence, we are looking to build and strengthen systems that support the Social-Emotional Learning skills of all students. Feedback from the April 2019 District Team DTSDE review noted that there is not a refocus room at AIC to provide space for student reflection and a return to baseline, and recommended that one be created and maintained.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June of 2020, AIC will implement a trauma-informed approach across systems to support the development of Social-Emotional Learning (SEL) skills necessary for success within and beyond school, which will include the creation of a refocus room.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Creation of the Refocus Room, data tracking the number of visits to the room, student behavioral referral data.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/5/2019	9/30/2019	By September 30, 2019, members of the SST will communicate with staff and visit the Refocus Room at Tony Clement Center for Education, and develop a list of materials and supplies for the room.
9/5/2019	9/30/2019	By September 30, 2019, members of the SST will have a basic plan for the Refocus Room, including: a location, coverage schedule, data tracking form, and targeted population. Details of the plan will be shared at the September PBIS Committee Meeting.
10/1/2019	10/31/2019	By October 31, 2019, members of the SST will identify and implement strategies to facilitate student reflection, development of coping skills, and restorative practices in the Refocus Room. Strategies will be shared with all staff at October faculty meeting.
10/1/2019	10/31/2019	SST members will compile Refocus Room data and share with PBIS Committee at its October meeting.
9/5/2019	1/31/2019	By January 31, 2020, members of the SST will identify and implement strategies to facilitate student reflection, development of coping skills, and restorative practices.
11/1/2019	11/30/2019	SST members will compile Refocus Room data and share with PBIS Committee at its November meeting.
1/2/2020	1/31/2020	SST members will compile Refocus Room data and share with PBIS Committee at its January meeting.
1/2/2020	1/31/2020	SST members will compile mid-year Refocus room data and share with all staff at January faculty meeting. Feedback from staff will be elicited.
2/1/2020	2/28/2020	Based upon staff feedback, members of the SST will update and/or modify strategies to facilitate student reflection, development of coping skills, and restorative practices in the Refocus Room. Updates will be shared with staff at February faculty meeting.

3/1/2020	3/31/2020	SST members will compile Refocus Room data and share with PBIS Committee at its March meeting.
4/1/2020	4/30/2020	SST members will compile Refocus Room data and share with PBIS Committee at its April meeting.
5/1/2020	5/31/2020	SST members will compile Refocus Room data and share with PBIS Committee at its May meeting.
6/1/2020	6/30/2020	BLT members will review Refocus Room data to evaluate effectiveness and make recommendations for following school year.
6/1/2020	6/30/2020	SST members will compile end-of-year Refocus room data and share with all staff at June faculty meeting.

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:	N/A - Internal review from District Team on 4/17/2019
B2. DTSDE Review Type:	District Team Internal Review
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	During the 2018-19 school year, AIC staff conducted a total of 66 home visits to 39 families, representing 36% of AIC families. During this same period, 83% of families completing the DTSDE survey indicated that they feel connected to the school - compared to 72% in the prior year. Though we fell short of our goal during 2018-19, we would like to continue with this goal during 2019-20 given the impact it has had on families.
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of the 2019-20 school year, AIC staff will conduct home visits to at least 60% of our students' families.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Frequency and scope of home visits conducted by staff, monitored quarterly in a shared document.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/2019	9/5/2019	Protocol for conducting home visits will be updated; teachers will receive professional development in conducting home visits.
9/6/2019	9/30/2019	Building leaders will compile a list of all AIC families and share with all staff.
10/1/2019	11/8/2019	AIC staff will conduct home visits to families. Visits will be logged on shared document.
11/9/2019	11/30/2019	Building leaders will review 1st quarter home visit data and share with all staff at faculty meeting.
11/9/2019	1/24/2020	AIC staff will conduct home visits to families. Visits will be logged on shared document.
1/24/2020	2/14/2020	Building leaders will review 2nd quarter home visit data and share with all staff at faculty meeting.
1/27/2020	4/3/2020	AIC staff will conduct home visits to families. Visits will be logged on shared document.
4/6/2020	4/22/2020	Building leaders will review 3rd quarter home visit data and share with all staff at faculty meeting.
4/20/2020	6/5/2020	AIC staff will conduct home visits to families. Visits will be logged on shared document.
6/8/2020	6/12/2020	Building leaders will review 4th quarter home visit data and share with all staff at faculty meeting.
6/8/2020	6/30/2020	Building leaders will compile and review all home visit data for the year; share with all staff.