

**2012-13**

**SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)**

<b>SCHOOL NAME</b>	<b>Andrew J Townson No. 39</b>	<b>CONTACT NAME</b>	<b>Jacquelyn Cox</b>
<b>PHONE</b>		<b>E-MAIL</b>	<b>jacquelyn.cox@rcsdk12.org</b>

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

Approval is required no later than three months following the designation of the school as a Focus or Priority School and shall be subject to the approval of the commissioner, upon request.

<b>POSITION</b>	<b>PRINT NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>SUPERINTENDENT</b>			___/___/___
<b>PRESIDENT, B.O.E.</b>			___/___/___

**SCHOOL LEADERSHIP TEAM:**

Each LEA should have a single School Leadership Team (DLT) and a single comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

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|-------------------|---|
| Jacquelyn Cox     | Principal                               |
| Rebecca Boyle     | Assistant Principal                     |
| Sharon Bergh      | School Based Planning Team              |
| Stina Balsamo     | School based Planning Team              |
| Diane Bredes-Nies | School based Planning Team              |
| Kelly Simbari     | School based Planning Team              |
| Solomon Taylor    | School based Planning Team (parent)     |
| Annisa Heard      | Parent Teacher Organization (parent)    |
| Suzanne Bucci     | Intervention Teacher / Resource Teacher |
| Eduardo Merida    | Teacher- Behavior Specialist            |
| Kelly Holborn     | Teacher Mathematics Coach               |
| Eileen McCabe     | Teacher English Language Arts Coach/PTO |
| Anmarie Carroll   | Teacher Data Coach                      |

**TENET I: DISTRICT LEADERSHIP AND CAPACITY**

*ADD ROWS AS NEEDED*

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)			
	Specialized Services Department will conduct walkthroughs to identify supports needed.		
	Network Teams members will conduct walkthroughs to identify supports needed.		

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)			
	Office of Teaching & Learning provides Common Core Lessons and some resources to support planning of these lessons.  <b>\$2,000.00- Additional funds needed to purchase text for the Core Knowledge lessons.</b>		

1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)			
	School Chief and Network Teams communicate the expectations for all schools to implement the following: <ul style="list-style-type: none"> <li>• Data Driven Instruction</li> <li>• APPR</li> <li>• Common Core Standards</li> </ul>		

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	Provide professional development (AVATAR) in areas that support school improvement efforts.		
	District departments provide professional development that target individual school needs.		

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost

SEE DCIP (leave blank)	Office of Professional Learning provides training for school based data teams.		

**TENET II: SCHOOL LEADER PRACTICES AND DECISIONS**

<b>2.1</b> The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.			
<b>A. - C., E. – F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	Network Teams and Specialized Services Department conduct walkthroughs to identify areas of need and assess progress toward high effective instruction.		

<b>2.2</b> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).		
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
Increase teacher accountability in fostering classrooms that are responsive to the needs of the current student population by establishing a shared vision and shared sense of urgency.	The school community shares and promotes a distinctive and robust vision for student achievement and well-being and holds itself accountable for working as a community to realize this vision as outlined in its CEP and other school improvement documents.	Promote a school vision campaign "Ensuring A Brighter Tomorrow" that incorporates Common Core Standards, demonstrating how students will become college and career ready.

<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Articulate school vision fostering a shared sense of urgency with parents at Open House and on Parent & Family Day	September 2012 Spring 2013	Administrators  Teachers		
Share student performance data and school goals (CEP) with parents during the Town Meeting held during Open House.	September 2012	Principal		
Foster a shared vision that focuses on creating students who are college and career ready by reading the school's vision statement weekly and the school motto daily over the public announcement system	September 2012 Spring 2013	Administrators  Teachers		

**2.3** Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
Utilize evidence based data to drive instruction and to make instructional decisions.	The school leader espouses and supports practices in all areas that impact student progress and achievement that are self-generative which includes virtuous feedback loops and examples of best practices that lead to sustained high performance.	Monthly, analyze student performance results from progress monitoring on AIMSweb assessments to identify student progress and improve school wide practices.		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Maintain a public Data Wall that captures updated student performance on all school wide assessments.	SY 2012-2013	Data Coach		

Conduct "Good To Great" teacher meetings at least 3 times per year to provide feedback on instructional practices and to discuss student data and instructional groupings.	SY 2012-2013	Administrators		
Meet to review student performance data (skill reports & lexile scores from AIMSweb & NWEA, DRA, Unit Assessments) and group students based upon needs at monthly "Yellow Wednesday" grade level meetings.	SY 2012-2013 Monthly	Teachers		
Conduct monthly "data dives" at the Common Core Implementation Team Meetings to examine progress monitoring data in Reading and Mathematics.	SY 2012-2013	Data Coach Administrators ELA & Mathematics Coach		

<b>2.4</b> Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.		
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
Maximize use of staff to address the well-being of students, providing individualized (instructional & behavioral) supports and programs.	The school leader creates and uses robust systems and structures that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative extended learning time program that is aligned to student achievement.	Consult with School Chief, on an on-going basis, to ensure that school programs utilize staff and resources efficiently to address the varying needs of students.

<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Provide Intervention for all students, every day during a scheduled Walk To Intervention block.	September 2012-June 2013	Teachers Coaches Assistant Principal		
Provide extended learning opportunities for students after school through the Encompass SES provider.	October 2012 - June 2013	Administrators EnCompass Coordinator-Greenaway	Title I SAS	
Increase extended learning opportunities for students by adding an additional .5 FTE, Intervention Teacher.	October 2012	Principal	Title I SAS	
Organize and conduct support groups to meet students' emotional and social needs.	SY 2012-2013	Rumfola	Grant - Children Institute	
Identify students who need additional adult support and match them with adults who will serve as their "anchor of support", Check and Connect.	Y 2012 -2013	Staff  Behavior Response Team		
Create a Behavior Response Team to regularly support students experiencing behavioral challenges and to respond to classroom disturbances.	Y 2012 - 2013	Principal Assistant Principal Parent Liaison Social Worker CFY Advocate ATS Teacher		

**2.5** The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Facilitate professional development that will better equip teachers with skills and expertise to plan and deliver lessons that stimulate higher level thinking and engage all students' interests.	The school leader and other administrators supervising sub-groups of students, experiencing achievement and developmental lags (special education, English language learners) strategically use data over time, feedback from formal & informal observations, and professional development to assess and adjust supports provided for teachers.		Administrators will routinely observe and meet with teachers to provide feedback, to advance teaching and learning and to hold them accountable for continuous improvement. School wide assessments (3 times per year) will be used to assess progress.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Conduct classroom walkthroughs and provide immediate feedback to teachers.	Monthly  Bi-Weekly	Network Teams Specialized Services Department School Administrators		
Conduct "Good To Great" teacher meetings to support teachers in using student performance data to plan lessons and professional development.	3 times/year	Administrators Teachers		
Provide teachers, in the Integrated Classroom setting, additional strategies for effective co-teaching.	SY 2012-2013	Specialized Services Department		



Provide Special Education Teachers with additional coaching support from the Coordinator of Special Education.	SY 2012-2013	TCOSE		
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**TENET III: CURRICULUM DEVELOPMENT AND SUPPORT**

<b>3.1</b> The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	Network Team Accountability leaders provide training and support for implementation and use of curriculum modules of the NYS p-12 Common Core Learning Standards.		
	RCSD Mathematics Department provides resources, training and support for implementation of the Rochester Curriculum which is aligned to the NYS Common Core Standards.		

<b>3.2</b> The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.		
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>

<p>The school leaders provide professional development and support to introduce teachers to a wide range of instructional strategies that promote student participation.</p>	<p>The school leader and staff provide consistent, systematic and timely individualized and group professional development support to all teachers across all grades and subjects to ensure that pertinent decisions are made about the delivery of the Common Core Learning Standards.</p>		<p>Administrators will conduct bi-monthly walkthroughs to monitor implementation of the Common Core Learning Standards practices and protocols.</p>	
<p>Monitor the management and design of classroom environments that meet the varying needs of students through:</p> <ul style="list-style-type: none"> <li>• Range of instructional strategies</li> <li>• Student groupings</li> <li>• Student pairs</li> </ul>				
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
<p>Plan and deliver professional development opportunities that include the following topics:</p> <ul style="list-style-type: none"> <li>• Nonfiction reading &amp; writing</li> <li>• Using English Language Arts to learn content area</li> <li>• Utilizing the FAB 5 (Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension) during learning centers, small group instruction and skills block.</li> </ul>	<p>SY 2012-2013</p>	<p>Common Core Implementation Team (Coaches)</p> <p>Administrators</p> <p>Teachers</p>		
<p>Provide opportunities for teachers to visit other classrooms/other schools and to debrief about observations.</p> <p><b>\$2,000.00</b>  <b>Funds needed for substitute teachers to cover classrooms while teacher visit colleagues.</b></p>	<p>SY 2012-2013</p>	<p>Administrators</p> <p>Teacher subs</p>		

Conduct monthly walkthroughs that target CCS instructional practice & protocols providing feedback to teachers about effectiveness.	SY 2012-2013	Administrators		
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**3.3** Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Utilize Common Core Learning Targets and rubrics to clearly outline the objectives of the lesson taught.	Teachers are supported so that their instructional expertise is developed and nurtured during regularly scheduled grade level meetings, which are guided by targeted agendas based on student and school data to ensure all unit plans across their grade/subject are aligned to the CCLS coherent curriculum and meet students' needs.		Observed during daily informal administrators' walkthroughs, teachers will post Common Core learning targets and verbally share them with students for each lesson.  Teacher will use the yearly student portfolios to document student work and rubrics used for formative assessments and performance tasks.	
Improve the quality of daily lesson plans that include complex materials and highly engaging instructional practices/protocols.	Teachers use pacing calendars and unit plans across all grades, content areas, and classes that expose students to a progression of sequenced and scaffolded complex materials that meet the learning needs of pertinent groups of students (i.e special education and English language learners) so that they are able to achieve at high consistent rates.		Twice per month School Leaders will conduct walkthroughs utilizing pacing guides/curriculum maps to monitor quality planning. Plan books will be accessible for viewing.	
Increase the rigor of instruction by consistently incorporating higher Level thinking tasks and problem solving opportunities.	Teachers use CCLS aligned lesson plans that promote higher order thinking skills in all groups of students and develops analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.		Teachers will show evidence of implementation by noting CCS protocols and practices within their daily lesson plans and posting anchor charts in their classrooms.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Share and post learning targets using "I can" statements in each classroom.	SY 2012-2013	Teachers, Coaches		

Discuss and plan implementation of Common Core Standards lessons at monthly grade level meetings.	SY 2012-2013	Teachers, Coaches		
Model and support the following areas during professional development and coaching sessions: <ul style="list-style-type: none"> <li>• CCS instructional practices and protocols</li> <li>• Implement strategies to teach students to solve multi-step word problems</li> </ul>	SY 2012-2013	Teachers, Coaches		
Utilize Comprehension Connection by Tanny McGregor, to integrate the teaching of comprehension strategies within the CCS lessons. (Voluntary Collegial Circles offered as professional development credit hours)	SY 2012-2013	Teachers, Coaches		
Utilize Blooms Taxonomy to develop questioning techniques in all content areas.	SY 2012-2013	Teachers, Coaches		
Participate in "Good To Great" meetings to discuss daily lesson plans and accommodations made for students.	November 2012 January 2013 March 2013 May 2013	Administrators Teachers		

**3.4** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Utilize vertical teaming across the grade levels to align learning expectations for students.	The school leader and staff proactively create opportunities and a culture that encourages all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis. Collaboration will enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.		Teachers will meet quarterly in vertical teams to collaborate and integrate technology & the arts within Common Core Standards lesson.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Organize vertical teams to participate in DISC training.	Sept, Nov, Feb, April	Bob Peters, Teachers, Coaches, Administrators		
Utilize vertical team meetings to build academic awareness, accountability and solve problems.	SY 2012-2013	Teachers		
Schedule classes to use the computer lab, ensuring that all students have equitable access to technology.	SY 2012 - 2013	Teachers Boyle		
Provide school wide opportunities for staff to enhance their understanding of utilizing the ipads, SMARTboards and Elmos within their daily lessons.	SY 2012-2013	Technology Committee		
Keep the Music and Art teacher abreast of the content taught in the CCS Modules and Domains to integrate topics within their program.	SY 2012-2013	Coaches		

**3.5** The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Develop student improvement plans to meet the varying needs of students.	The school leader and teachers collaboratively analyze collected data that leads to the development of comprehensive instructional plans for all students that capture current levels of student achievement, maps out clear and timely path for progress and growth and engages students as active participants in their own learning.		Teachers will meet monthly on Wednesdays with their grade level to review data. Grade Level Facilitators will submit minutes to administrators for review.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Plan and implement differentiated instruction for students based upon the assessment data	SY 2012-2013	Teachers		
Plan meaningful guided reading lessons based upon individual student needs.	SY 2012-2013	Teachers		
Differentiate daily guided reading & small group lessons to target students' needs, based upon assessment data	SY 2012 - 2013	Teachers		
Grade Level Meetings will be used to discuss progress monitoring data to target student strengths and weaknesses to inform and direct daily instruction.	SY 2012 - 2013	Teachers Coach – A. Carroll		

**TENET IV: TEACHER PRACTICES AND DECISIONS**

<b>4.1</b> The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	Teachers will attend professional development sessions offered by the district on how to differentiate lessons through the use of technology (Smart Boards, IPADs).		
	Teachers K-4 will attend professional development sessions offered by the district on how to meet student needs through the PATHS program.		
	Coaches will attend professional development provided by the district on AIMSweb and NWEA.		

<b>4.2</b> Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Administration should ensure quality lesson planning is in place throughout the school during the bi-weekly walk through.	Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.), grade level and school-wide goals for all groups of students.		Lesson plans that contain CCS instructional practices and protocols that are differentiated based upon the needs of the students will be reviewed 3x per year at Good To Great Meetings and during monthly classroom walkthroughs.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Use data from assessments to differentiate instructional practice and create instructional plans that address all subgroups.	SY 2012 - 2013	Teachers/ Coaches and Administration.		



Discuss student data to appropriately group students and plan lessons during grade level meetings.		Teachers/Coaches and Administrators		
Attend RCSD Professional Development that supports effectively differentiating lessons.		Department of Extended Learning Opportunities  Teachers		

<b>4.3</b> Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Administration will allocate time at grade level meetings and Wednesday professional development for teachers to discuss and analyze data to advance student improvement in meeting the Common Core Learning Standards.	Teachers use data to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted individual goals.		Progress Monitoring of data and other formative assessment will occur monthly for benchmark, every other week for strategic and weekly for intensive students.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Teachers will discuss and share best practices and research based intervention programs during their grade level meetings to create multiple points of access to meet the Common Core Learning Standards.	SY 2012 - 2013	Teachers(grade level teams)  Coaches		

Progress monitoring data will be used to develop math centers and guided reading groups that address all sub groups in accessing the Common Core Learning Standards.		TCOSE		
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<b>4.4</b> Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Administration will ensure classroom environments are conducive to learning; classrooms are organized in the best possible way to promote effective, collaborative learning and student participation during the bi-weekly walk through.	Teachers and students create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others, and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught.		SWIS data will be analyzed to determine a monthly decrease in Disciplinary Referrals, short term and long term suspensions.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Participate in PBIS stations rotation and implement the PBIS school wide program with fidelity.	SY 2012 - 2013	Teachers/ Coaches, School Staff and Administration		
Celebrate the primary and intermediate classrooms that follow the CREST values on a monthly basis. Monthly model citizen celebrations will take place to honor the students following the CREST values.	SY 2012 - 2013	Staff		

Implement morning meetings with fidelity facilitating students discussions and sharing that is culturally responsive.	SY 2012-2013	k-6 Teachers		
Utilize PATHS (K-4) resources and materials in every classroom.	SY 2013 - 2013	k-4 Teachers		
Post general classroom behavior plans, that include incentives and consequences.	SY 2012 - 2013	k-6 Teachers		

<b>4.5</b> Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Administration should ensure that teachers are consistently revisiting the current system for data aggregation and analysis.	Teachers use summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments to develop highly dynamic and responsive plans, based on student's strengths and needs.		Using student data, students will be placed in research based intervention programs using AIMSweb, NWEA, DRA, and NYS assessments. Progress monitoring will determine if the intervention is effective. Three times per year, student data and intervention placement will be reviewed to determine groupings and students' goals.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Utilize school partnerships (Church volunteers, SJF PDS, Student teachers from SJF, Nazareth, and Brockport) to work with groups of students based on needs and provide resources.	SY 2012 - 2013	Teachers/ Coaches and Administration		

Use student performance data to group students in the after school SAS program, EnCompass.	SY 2012 - 2013	Data Coach - A. Carroll  D. Greenaway  Administrator Boyle  Teachers		
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**TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

<b>5.1</b> The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students' social and emotional developmental health.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	A School Wellness Coordinator: Social Worker has been provided to assist with meeting the needs of students' varying social and emotional challenges.		
	Center For Youth Services (ATS Room) is equipped with a counselor to provide targeted workshops for students who require behavioral intervention.		
	Children's Institute serves as support for PATHS implementation school wide.		

**5.2** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Administrators should ensure that teachers are held accountable for implementing PBIS and PATHS.	There is a strategic and comprehensive system for referral and support for all students that effectively addresses barriers to social and emotional developmental health and academic success.		Teachers will implement PBIS/PATHS into their curriculum through their participation in monthly model citizen rewards, positive referrals, CREST keepers (hallway) resulting in a decrease in disciplinary referrals.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Analyze SWIS data in order to target our support for students.	SY 2012 - 2013	PBS Committee  School Staff		
<p>Establish classroom behavior management plan that is aligned to PBIS/PATHS(k-4).</p> <p>Utilize common language from PBIS/PATHS.</p> <p>Participate in/promote PBIS programs through daily announced CREST keepers, Monthly celebrations, positive referrals, etc.</p> <p>Promote assemblies, celebrations, etc. (PBIS advertising)</p> <p>Conduct station rotations.</p>	SY 2012-2013	PBIS Committee  School Staff		
Continue with PATHS professional development and visit classrooms to share ideas and successes.	SY 2012-2013	Children’s Institute		

<p>Utilize RTI process/team for further support (Check/connect, FBA/BIP, Center for Youth, Coordinator of Student &amp; Family Support Centers.</p>	<p>SY 2012-2013</p>	<p>Response To Intervention Team  Administrators  Behavior Response Team</p>		
<p>Provide mentors for students by utilizing staff members and volunteers:</p> <ul style="list-style-type: none"> <li>• Free Partnerships</li> <li>• Foster Grandparents</li> </ul>	<p>SY 2012-2013</p>	<p>Bruce Pollock  Staff</p>		
<p>Actively support Sports World Youth Mentoring: Basketball&amp; other sports.</p>		<p>Coach Solomon Taylor  Staff</p>		

**5.3** The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
<p>All school constituents have a common understanding about how students' emotional and social health are linked to academic success.</p>	<p>There is a rigorous and coherent curriculum/program in place that teaches, supports and measures social emotional developmental health for students that results in all students demonstrating these skills and articulating a sense of belonging and ownership in the school community.</p>		<p>Monthly PBIS meetings will used to evaluate behavioral celebrations and concerns through:</p> <ul style="list-style-type: none"> <li>• Analyzing the consistency in giving CREST Value tickets to students</li> <li>• Comparing, by classroom, the number of monthly Model Citizens</li> <li>• Creating Tier III incentives/ programming for students frequently supported by the Behavior Response Team.</li> </ul>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
<p>Hold individual/ group session for mediation, mental health counseling, mentoring, character education, etc.</p>	<p>SY 2012-2013</p>	<p>Coordinator of Student &amp; Family Support Centers – J. Rumfola</p>		
<p>Link families with community resources that support students' needs.</p>		<p>Mental Health Staff Parent Liaison</p>		
<p>Provide crisis intervention when needed.</p>		<p>Behavior Response Team  Administrators</p>		

Conduct daily class/morning meetings to address PATHS lessons.		Teachers		
Utilize Center for Youth for Conflict Resolution Workshops		C. Infurna		

<b>5.4</b> All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
All school constituents foster a sense of ownership for maintaining a safe school that leads to greater academic success.	Across the school community, students are able to express, that they feel safe, supported in their social and emotional developmental health growth and how they have a voice in decisions that impact their lives as students.		<p>Teachers in grades K-4 will implement the PATHS Program, grade 5 will implement Coping Power and grade 6 will implement ROOTS(Realizing Others Outstanding Talents).</p> <p>All grade levels will show evidence of implementation through walkthrough feedback.</p> <ul style="list-style-type: none"> <li>• common language rom program used regularly</li> <li>• artifacts posted in the classroom</li> <li>• regularly held morning meetings</li> </ul>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Conduct daily Morning/Class Meetings in grades k-6 to build community and to give students a voice.	SY 2012-2013	K-6 Teachers		
Review CREST values during daily morning announcements.	SY 2012-2013	Principal – J. Cox Standard Bearers		



Teach students behavior expectations through CREST Station Rotations.	SY 2012-2013	PBS Committee Staff		
Teach students strategies to utilize in order to manage their own behavior and improve their decision making process: <ul style="list-style-type: none"> <li>• Turtle- Calming Down Strategy</li> <li>• Traffic Light - Decision Making Strategy</li> </ul>	SY 2012-2013	Teachers Administrators		

<b>5.5</b> The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				
<b>A. Major Recommendation and Report Citation</b>		<b>B. Goal</b>		<b>C. Targets</b>
Administrators should ensure that teachers are informed of the RTI process/protocol for obtaining additional support.		The school leader provides time and space for teachers to work with other staff members so that a comprehensive action plan is developed and implemented, so students can become academically and socially successful.		The Response To Intervention Team will collaboratively develop student action plans with teachers to target students' needs. The team will support teachers with their data collection and follow-up to assess the action plan's success. RTI minutes will document student success.
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Share instructional challenges to address students' needs and problem solve with colleagues during grade level meetings.	SY 2012 -2013	Teachers Coaches Support Staff Administrators		
Utilize and access the RTI committee for support.				

**TENET VI: FAMILY AND COMMUNITY ENGAGEMENT**

**6.1** The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	Office of Parent Engagement will provide support in the following areas: <ul style="list-style-type: none"> <li>• Encouraging fathers to become more involved in the school community</li> <li>• Provide development opportunities for parents</li> <li>• Provide advocates to support parents</li> <li>• Provide training to PTO officers</li> </ul>		
	Parents will be encouraged to utilize Parent Connect to access information about their child's progress.		

**6.2** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
The school offers families opportunities for volunteering and engaging with the school focused on student learning and development.	The school is a welcoming space and is responsive to families and community members and collaboratively designs an open-door policy to ensure appropriate access to school leaders and staff.	Staff will document parent communication/visitation to show evidence of participation through the use of: <ul style="list-style-type: none"> <li>• Parent sign in sheets for events</li> <li>• Parent Liaison Communication Log</li> <li>• Parent Resource Area Usage Log</li> </ul>

<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Design welcoming space for parents to communicate with the Parent Liaison.	SY 2012-2013	Staff  Parent Liaison  Additional funds (800.00) required for furniture to enhance waiting area and to create comfortable space with adequate lighting.  Ms. Heard (parent volunteer)		
Review/revise the parent visitation policy that articulates how they can regularly have access to their child's teacher and school leaders.	October 2012	Building Committee		
Coordinate volunteers from the Church of the Transfiguration.	SY 2012-2013	Assistant Principal Teachers		
Create a Parent Resource Area for parents to access information and community resources.	SY 2012-2013	Principal Parent Liaison PTO President		

<b>6.3</b> The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.		
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>
The school staff provides opportunities for purposeful, strategic, and authentic dialogue about school achievement.	The school staff regularly communicates and solicits family feedback concerning student achievement, needs, issues and concerns.	Utilize monthly School Based Planning Team and Parent Teacher Organization to inform parents and receive feedback concerning student achievement. The monthly parent newsletter as well as minutes from SBPT and PTO will document planning and serve as communication.

<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Provide parents with advanced notification of Parent Teacher Conferences.	SY 2012 -2013	Yvetta Nelson Parent Involvement Committee		
Provide information about school-wide & classroom academic goals at Open House.	SY 2012-2013	Principal		
Recruit parents to become members of the Parent Teacher Organization.	SY 2012-2013	Administrators Parent Liaison Solomon Taylor Ms. Heard (parent) PTO (Teachers)		
Send home monthly newsletter: Townson Tigers to share instructional information and school updates.	SY 2012-2013	Principal		
Recruit parents to register for Parent Connect.	SY 2012-2013	Parent Liaison Ms. Heard (parent volunteer)		

<b>6.4</b> The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Make connections between families and community to support student learning.	The school builds partnerships and creates opportunities that link and engage all families with the community to support students learning and growth.		Parent attendance logs and visitation sign in sheets will show evidence of parent participation and community involvement.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>

Utilize community organizations (SWAN, 14621, NEEDS) to provide parent workshops that will address pertinent needs of their children and the community in which they live.	SY 2012-2013	Parent Liaison S. Taylor Ms. Heard PTO		
Conduct 'JA in a Day' for students and families.	SY 2012-2013	Junior Achievement		

<b>6.5</b> The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Share data with families providing ways for them to access it to understand their child's learning successes and needs.	The school community provides a wide range of learning opportunities for families and community members to elevate their understanding of student and school data.		Information/data provided to parents at various events, programs and workshops will be summarized in the monthly parent newsletters.	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
Host a Parent & Family Day where parents will be able to visit classrooms during instruction.	Spring 2013	PTO		

<p>Conduct instructional focused events/activities for parents and their children:</p> <ul style="list-style-type: none"> <li>• Literacy Night</li> <li>• Book Fair</li> <li>• Book It – Pizza Hut</li> <li>• ROCRead</li> <li>• Ticket to Ride – Darien Lake</li> </ul>	2013	<p>Librarian</p> <p>Coaches</p> <p>Teachers</p> <p>PTO</p> <p>Parent Involvement Committee</p>		
<p>Incorporate a “Town Meeting” within Open House to share school data and goals for the school year.</p>	September 13, 2012	Principal – J. Cox		
<p>Disseminate the school’s Parent Teacher Compact to parents and staff.</p>	Fall 2012	Parent Liaison		
<p>Deliver workshops on NYS Assessment and Strategies to Prevent Summer Slide.</p>	Spring 2013	<p>Coaches</p> <p>Parent Liaison</p>		
<p>Provide parents with 5 Week Student Progress Reports between each report card.</p>	SY 2012 - 2013	Teachers		