

2012-13

SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	Frank Fowler Dow School No. 52	CONTACT NAME	Mrs. Denise Rainey, Principal
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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.

POSITION	PRINT NAME	SIGNATURE	DATE
SUPERINTENDENT	Dr. Bolgen Vargas		___/___/___
PRESIDENT, B.O.E.	Mr. Malik Evans		___/___/___

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.

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.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	<ul style="list-style-type: none"> School Administrators will observe student teachers and building substitutes, to identify potential candidates for new positions. 		
	<ul style="list-style-type: none"> Principal participates in local college seminars and mock-interview sessions, to identify potential candidates for new positions. 		

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.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	<ul style="list-style-type: none"> The school principal will utilize the textbook and instructional materials lines from TAPU to print materials and order trade books as needed for CCLS implementation 	TAPU	(varied)

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)	<ul style="list-style-type: none"> We will post our school mission & vision in a prominently visible display case outside the office door, and also in each classroom. 		
	<ul style="list-style-type: none"> We will communicate and enforce our student uniform policy, via written memos to parents over summer and posters, newsletters and school website. 		
	<ul style="list-style-type: none"> “Principal Rainey’s Book of the Month” initiative promotes common reading of books that portray character development and core values. 	TAPU	Varied by book (25 copies of each book purchased)

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)	<ul style="list-style-type: none"> Leadership Team will draft the master calendar of P.D. to be offered on Wed’s. and on selected before-&-after school times 		
	<ul style="list-style-type: none"> In collaboration w/ SBPT, the Leadership Team will identify P.D. topics to support Date Driven Instruction and the implementation of CCLS. 		

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)	<ul style="list-style-type: none"> The school Leadership Team will enlist Network Team members to assist w/ P.D. focused on CCLS, particularly the six shifts in ELA & Math. 		

TENET II: SCHOOL LEADER PRACTICES AND DECISIONS

2.1 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.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	<ul style="list-style-type: none"> Our school uses District-issued Title I funds to provide quarterly "Breakfasts of Champions," honoring students who are nominated by their teachers (per given criteria). These breakfasts include parents. 	Title I	Approx. \$750
	<ul style="list-style-type: none"> The District's central Arts Dept. has included our school in a 3-year grant that brings artists to our classrooms and P.D. to our teachers, to foster integration of the arts in the curriculum 		
	<ul style="list-style-type: none"> The District provides an ISS position, so that we have a teacher dedicated to supporting students who sometimes use misbehavior as a tool of academic avoidance 		
	<ul style="list-style-type: none"> An Instructional Coach position also releases a teacher to support colleagues with CCLS implementation and to support intervention students 		

2.2 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).

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The School 52 community has a vision for student achievement and well-being and is in the process of developing shared ownership.	The School 52 community will share and promote a distinctive and robust vision for student achievement and well-being and hold itself accountable for working as a community to realize this vision as outlined in its CEP and other community documents.		Every member of the school community will be able to articulate the school vision at their level of comprehension. Parents will see it written on monthly PTO agendas; teachers & students will hear it spoken monthly on morning announcements.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Every student will participate in a written assignment that requires them to articulate what the school vision means to them.	SY 2012-13	Teachers/Coaches and Administrators		\$0
PTO will re-introduce and discuss the school vision at its first meeting.	October 1, 2012	Administrators and PTO officers		\$0

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.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
School 52 leadership encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes.	School 52 leadership will model excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action.		School leadership and teachers will analyze and interpret data on an ongoing basis. DRA scores, AIMSweb & NWEA MAP will be reviewed by 100% of classroom teachers three times per year; AIMSweb progress monitoring will be viewed by 100% of classroom teachers every 6 th week throughout the 2012-13 school year.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Data Analysis Collegial Learning Circle will be offered.	SY 2012-13	Teachers, Coaches & Administrators		\$0
Quarterly Intervention Documentation Reviews	SY 2012-13	Teachers, Coaches & Administrators		\$0
Students of Opportunity (S.O.O.) Initiative	SY 2012-13	Teachers, Coaches, Administrators & Consultant Dr. M. Perlson	Joe Klein, Business Partner \$5,000.	\$0
Grade Level Meetings & Collaboration	SY 2012-13	Teachers, Coaches, Administrators		\$0

2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
When given the opportunity to hire, School 52 Administration recruits and sustains personnel that enable the school to meet the academic and social needs of the students and school.	School leadership desires the opportunity to recruit and hire for all positions which open at our building level.		All open positions that are known before school opens will be filled by School 52 Administration, with the support of HCI, by the end of August and before the opening of school in September. School Principal will review vacancies w/ the School Chief.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Transfer applicants are screened and ranked according to District practice	SY 2012-13	Administrators & SBPT Interviewing sub-committee		\$0
Known vacancies and newly assigned positions will be reviewed w/ the NE Zone School Chief one month prior to the scheduled Teacher Transfer Day.	SY 2012-13	Administrators & NE Zone School Chief		

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.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
School 52 administrators have implemented use of the "Three-Minute Walkthrough" as well as the Danielson rubric for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans.	School leadership will be specifically explicit in helping teachers become more familiar with the Danielson rubric for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans.		School leaders will use the Danielson rubric for teacher observation, feedback and evaluation, for one formal and one informal observation per teacher.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
The school leaders will work w/ the Leadership Team, to encourage classroom teachers to register for and attend P.D. on the Danielson teaching rubric, via "Teachscape" online training modules.	SY 2012-13	Teachers, Coaches, Administrators		\$0
School leaders will preconference and post-conference w/ teachers, relative to each formal observation, using the Danielson rubric as a springboard for discussion about observed teaching practice.	SY 2012-13	Administrators, Teachers		

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT

3.1 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.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	<ul style="list-style-type: none"> The District sent a team from our school to Albany for a one-week overview training in CCLS 		
	<ul style="list-style-type: none"> The District has printed and distributed the CCLS overview and all materials needed for ELA & Math Module 1 for all classroom teachers 		
	<ul style="list-style-type: none"> The District's central Arts Dept. has included our school in a 3-year grant that brings artists to our classrooms and P.D. to our teachers, to foster integration of the arts in the curriculum 		
	<ul style="list-style-type: none"> The District has provided SmartBoard, Netbook & iPad technology so that all classrooms are ready to fully implement CCLS The District funded a Summer Reading Program and a Summer Technology Prgm. so that our students could maintain or expand reading & STEM skills through what is typically a period of academic regression 		

3.2 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.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
School 52 uses cohesive and comprehensive curriculums that include clear, descriptive units of studies aligned to standards and considers what students need to know across all grades. The school needs to be introduced to CCLS as the expected curriculum.	The school will shift to the CCLS (and use Rochester Curriculum for math, to the extent directed by central office leadership) as the planning guide for curricular delivery.		100% of classroom and core content teachers will implement the CCSS for each prescribed module, with fidelity to the specific content within each Domain at their grade level, as evidenced by their weekly lesson plans.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Prof. Devel. to be delivered at both the school and district levels, introducing the CCS, the grade level Domains, and the content and materials specific to each Module.	SY 2012-13	Teachers, Coaches, Administration		TBD

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.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
Teachers participate in grade level meetings to discuss unit plans across their grade/subject areas.	Teachers will participate in grade level meetings, so that they can collaboratively create and examine coherent CCLS aligned curriculum unit plans across their grade/subject.		100% of classroom and core content teachers will be able to identify the six shifts in ELA and Math, as targeted by the CCLS and the Domains covered at their grade level.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
During common planning and grade level meeting times, teachers will examine and analyze the CCLS and how they align to curriculum.	SY 2012-13	Teachers, Coaches and Administrators		\$0

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.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
School 52 administration and teachers ensure that students are exposed to a standards-based aligned curriculum that integrates arts and technology that enables them to discover, create and communicate information using the arts, technology and other enrichment areas.	School administration and teachers will ensure that students are exposed to a rich CCLS aligned academic curriculum that enables them to develop and demonstrate high cognitive abilities/competency in discovering, creating, and communicating information using the arts, technology, and other enrichment areas.		Classroom teachers will incorporate experiences provided by artists-in-residence that dovetail with the content from the CCLS Domains, weekly for a ten-week segment.	
			Classroom teachers will utilize Compass Learning, in alignment with CCLS, bi-weekly.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers will attend 10 hrs. of P.D. provided through the Arts Dept./Arts Grant Year 3 and will correlate classroom arts experiences to CCLS.	SY 2012-13	Teachers, Coaches, Administration		\$0
Teachers will create Compass Learning assignments for each individual student.	SY 2012-13	Teachers, Coaches		\$0

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.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school leader and teachers analysis of data leads to an adaptation of instructional plans based on the performance of specific students.	The school leaders and teachers will analyze data and adapt instructional plans based on the performance of specific students.		Teachers will utilize NWEA & AIMSweb data to individualize student progress plans, following each of three administrations as scheduled by the district.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers will independently review individualized documented intervention plans monthly, as well as with an administrator quarterly.	SY 2012	Teachers, Coaches and Administrators		\$0
P.D. and grade level meetings will be used to discuss data and target students' strengths/needs to inform & adapt instruction.				

TENET IV: TEACHER PRACTICES AND DECISIONS

4.1 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.			
A. – C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	<ul style="list-style-type: none"> The District has reinstated the P.D. incentive, which encourages teacher participation in training focused on student achievement 		
	<ul style="list-style-type: none"> The District has organized Network Teams to support the implementation of CCLS, according to RTTT guidelines 		
	<ul style="list-style-type: none"> As underwritten by our school PENCIL (business) partner, we work with an organizational psychologist to implement an SOO (Students of Opportunity) Initiative to target academically fragile students 	Klein Steel Service, Joseph Klein	

4.2 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.		
A. Major Recommendation and Report Citation	B. Goal	C. Targets
Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students.	Teachers will use instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of English Language Learners/Limited English Proficient students and provide instructional interventions to students.	Teachers will develop an academic intervention plan for all students who scored at a low level 3 or below in NYS ELA or Math (3-6) or equivalent NWEA (K-2). Lesson & Unit plans for AIS plan assignments will align with content in the CCSS domains & modules. Such AIS Plans & lesson/unit modifications will be reviewed quarterly at AIS Plan reviews.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Administrators will review teacher lesson plans and student intervention plans.	SY 2012=13	Teachers, Administrators		\$0

4.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.

A. Major Recommendation and Report Citation	B. Goal	C. Targets		
Teachers use instructional practices that are aligned to standards, but do not lead to the degree of increased student achievement sought.	Teachers will use instructional practices aligned to CCLS curriculum maps to instruct students, leading to greater student achievement.	Teachers will use the CCLS framework within the workshop model in all academic areas, as evidenced by administrative observation on weekly walk-throughs, and administrative reviews of written lesson plans & units.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers will familiarize themselves with Domains and Modules within the CCLS to identify materials and activities that best align with the SLOs.	SY 2012-13	Teachers, Coaches		\$0

4.4 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.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
Teachers create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught.	Teachers and students will 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.		All students and families will know and apply the standards identified in our school wide Behavioral Standards packet. The packet cover sheet will be returned to classroom teachers with both parent & student signature, with a return rate of 75%+.	
	Teachers will create a culturally responsive environment, and introduce students to social and cultural norms of China, as compared & contrasted to local social and cultural norms.		100% of classroom and special subject teachers and 100% of students will engage in activities that support the establishment of a sister-school relationship between F.F. Dow School No. 52 and the Shijizhuang Yudong Primary School in Hebei, China.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers review our Behavioral Standards packet in class (and parents at home). Students and parents sign their commitment to compliance with these standards.	SY 2012-13	Teachers, Coaches, Administrators and all Support Personnel		\$0
Standards are posted throughout the building and reinforced through various classroom activities.	SY 2012-13	Administrators		\$1,000
PeaceWorks materials are used to further reinforce these standards.	SY 2012-13	Teachers, Coaches, Administrators		\$400

4.5 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.				
A. Major Recommendation and Report Citation		B. Goal		C. Targets
Teachers utilize data sources to inform instructional decision-making.		Teachers will utilize data sources, including AIMSweb and DRA scores and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies.		Progress monitoring will be conducted every six weeks in grade level team meetings, and documented on AIMSweb.
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers will input AIMSweb & DRA scores online and will identify student groupings for small group support.	SY 2012-13	Teachers, Coaches, Administrators		\$0
Our school leadership team has organized a Data Analysis Collegial Learning Circle, to support teachers in the study of student performance data, as it informs planning & instruction.	SY 2012-13	Teachers, Coaches, Administrators		\$0

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 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.			
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	<ul style="list-style-type: none"> School 52 uses the PeaceWorks materials for teaching classroom rules & protocols: "I-Care Cat" syllabus for K-2 & related materials for 3-6 		
	<ul style="list-style-type: none"> We have established school wide Behavioral Standards for classrooms and all public areas. These standards are taught and reinforced through classroom lessons, posters and individual student packets 		

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.				
A. Major Recommendation and Report Citation		B. Goal	C. Targets	
There is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic barriers.		Our strategic and comprehensive system for referral and support for all students will more effectively addresses barriers to social and emotional developmental health and academic success.	Students will follow the established school wide Behavioral Standards, resulting in a 20% or more decrease in the number of administrative behavioral referrals.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers will introduce, post and reinforce the school wide Behavioral Standards.	SY 2012-13	Teachers, Coaches, Administrators		\$600

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.				
A. Major Recommendation and Report Citation		B. Goal		C. Targets
There is curriculum/program in place that teaches supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills.		We will make fuller use of our 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.		Teachers will introduce at least one activity per week from the PeaceWorks curriculum guide.
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
All teachers will receive a complete set of PeaceWorks curriculum materials and an introductory P.D. on their use at grade level meetings.	SY 2012-13	Teachers, Coaches, Administrators		\$600
Bi-weekly school wide "Friendship Friday" activities highlight the tenets of the PeaceWorks curriculum, character development, anti-bullying and cross-grade-level activities.	SY 2012-13	Teachers, Coaches, Administrators		\$0

5.4 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.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
Among parents there is not a broad ability to express the school vision connected to social and emotional developmental health and the work the school does to support this for students.	Across the school community, parents will be better able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision.		Parents and visitors will be able to identify our Behavioral Standards as our primary articulation of expectations for students' social and emotional growth, as evidenced by posters throughout the building and in classrooms.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Parents will review with students the Behavioral Standards packet sent home; both parents and students will sign their commitment to comply.	SY 2012-13	Teachers, Coaches, Administrators		\$0
Individual posters, identifying Behavioral Standards for specific areas and events, will be printed, laminated and posted throughout the school.	SY 2012-13	Administrators		\$0
Parent Liaison will organize, publicize and facilitate parent workshops on topics that support the emotional health and growth of students.	SY 2012-13	Parent Liaison, Administrators		TBD

5.5 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.					
A. Major Recommendation and Report Citation		B. Goal		C. Targets	
The School 52 Leadership Team and RTI Review Team encourages specific teachers to use data to address students' social, emotional developmental health needs.		The School 52 Leadership Team, RTI Review Team and student support staff will work with teachers to develop an understanding of how to use data to address students' social, emotional developmental health needs that align to academic and social success.		The Administrative and RTI Review Teams will review and monitor data on specific students whose social-emotional needs are impacting academic performance, on a weekly basis at our Elementary Student Support (ESS) Team meetings.	
D. Activity		E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
The RTI Review Team will maintain a rolling list of 'students to watch' so that their classroom teachers are scheduled to report on progress and problem-solve/plan with Team input.		SY 2012-13	Teachers, Coaches, Support Personnel, Administration		\$0

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.

A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	<ul style="list-style-type: none"> The District provides a Parent Liaison position, so personnel is available to make direct and personal contact with families of students who are frequently late or absent. 		
	<ul style="list-style-type: none"> The District places daily ConnectEd auto phone calls to families of students who are absent. 		
	<ul style="list-style-type: none"> Our school uses District-issued Title I funds to provide weekly agenda planners to each student, as a home-school connection tool 	Title I	Approx.. \$1200.

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.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school is a welcoming space and is responsive to families and community members and designs an open-door policy to ensure appropriate access to school leaders and staff.	The school will be 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.	PTO will meet monthly with school leadership, to plan events that foster increased family participation.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
PTO will recruit Room Parents who will make direct contact with parents to encourage increased attendance at ELA and Math Nights.	SY 2012-13	PTO Officers, School Staff		\$0
Family participation is highly encouraged at organized evening events, including Open House, ELA Night, Math Night, Science Fair, Student Talent Show, Book Fair Family Nights and numerous PTO-sponsored activities.	SY 2012-13	Teachers, Coaches, Administrators, PTO Officers		\$0

6.3 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.				
A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.	The school staff will communicate regularly and solicit family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths so that student achievement is increased.		Teachers will communicate weekly with parents using two or more tools of communications.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers will compose a "Weekend Update" that is sent home with students every Friday, sharing with families what was learned in each major subject area.	SY 2012-13	Teachers, Administrators		\$0

Teachers will write at least once per week in each student's assignment planner, with specific comments re student's progress.	SY 2012-13	Teachers, Parents		\$0

6.4 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.				
A. Major Recommendation and Report Citation	B. Goal		C. Targets	
School 52 makes connections between families and the community to support student learning and growth.	School 52 will continue to build partnerships and create opportunities that link and engage all families with the community to support student learning and growth.		School 52 will identify, by Jan. 2013, two or more local businesses and two or more community agencies to underwrite the cost of various student enrichment activities.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
School 52 will register, with local sponsorship, two Lego League teams to compete in local tournaments.	SY 2012-13	Teachers, Lego Coaches, Administrators		\$0

6.5 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.				
A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The school community shares data in a way that families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.	The entire school community will share data in a way that families can understand student learning needs and successes so that they can proactively advocate and partner with the school around student support and sustainability.		Individual and school wide student progress data will be shared with families during our annual October Town Meeting, in semi-yearly parent-teacher conferences, on quarterly report cards, and at annual/triennial reviews.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Our school "Town Meeting" will be held prior to Open House on Wed. 9/26/12	SY 2012-12	Administrators		\$0
Individual student scores will be shared with parents at parent-teacher conferences, to be held on designated district dates and additionally, as needed.	SY 2012-13	Teachers		\$0
School leadership and the Parent Liaison will plan and deliver a parent workshop in March, to demonstrate to parents how to interpret student performance data.				