Montessori Academy School#53

School Comprehensive Education Plan (SCEP) 21012-2013
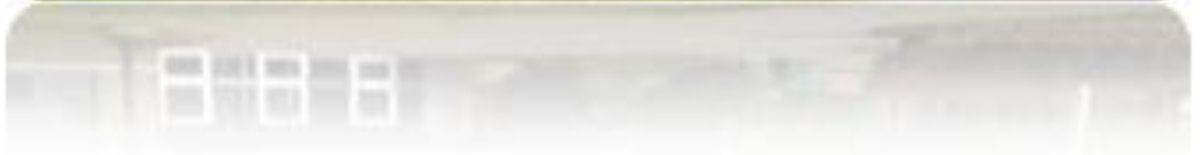
School Comprehensive Education Plan (SCEP) Requirements

Consistent with the USDE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). The SCEP will be submitted as part of the District Comprehensive Improvement Plan that addresses all of the tenets outlined in the Diagnostic Tool for School and District Effectiveness. 2012-13 will be a transitional year for the Consolidated Application, District Comprehensive Improvement Plan, and SCEP based on the following requirements.

For SY 2012-13 the SCEP must:

- be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports. For districts with IDEA Determinations, the SCEP should incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities. Districts that completed an Audit of Written, Taught and Tested Curriculum should also include applicable recommendations and activities from those plans.

- identify the programs and services that will be provided to schools from the list promulgated by the Commissioner. As a supplementary resource please refer to **The List of Allowable School Improvement Activities, found on pages 5-6.** The list aligns to the six tenets and the statements of practice that are embedded in the Diagnostic Tool for School and District Effectiveness.

- explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

- address the tenets applicable at the school level identified in the Diagnostic Tool for School and District Effectiveness that will be implemented and required in SY 2012-13.

- be 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 SCEP before it is approved. The plan must be approved by the school board and be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

In lieu of a School Comprehensive Education Plan, each charter school identified as a Focus School or Priority School shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law, consistent with the charter agreement that each charter school has with its charter authorizer and as determined by the charter school's board of trustees in consultation with the charter school's authorizer. For information specifically regarding charter schools, please see pages 112 - 113 of the ESEA waiver:
 http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

SCHOOL COMPREHENSIVE EDUCATION PLAN DIRECTIONS:
Based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/ School Curriculum Readiness Audit (SCRA), Joint Intervention Team (JIT), and/or Persistently Lowest Achieving (PLA) School reports, develop an action plan using the template provided on the following pages. Incorporate the goals and activities of the Quality Improvement Process (QIP), if any, related to improvement activities for the subgroup of students with disabilities.

Prior to completing the SCEP, the School should conduct a needs assessment by evaluating the recommendations from <u>all</u> of the most recent school level reports. Recommendations should be organized according to the Six Tenets listed on page 2 and the charts that follow. Recommendations that are repeated frequently across multiple reports should be prioritized activities by the District. Support and funding should be appropriately matched to the prioritized activities.

IMPORTANT NOTE: The DCIP and School Comprehensive Educational Plans (SCEP) overlap for all statements of practice (SOP) of the Six Tenets. The DCIP requires full details for the district level SOPs (1.1-1.5, 2.1, 3.1, 4.1, 5.1 & 6.1) and limited information for the remaining school level SOPs. The SCEP requires limited information for the district level SOPs and full details for the school level SOPs (2.2-2.5, 3.2-3.5, 4.2-4.5, 5.2-5.5, and 6.2-6.5). Where information is not required because it is included in the other plans, the DCIP and SCEP are pre-populated with "See DCIP/SCEP (leave blank)".

The DCIP includes all costs from the SCEPs to show how the district has met the accountability set-aside requirements. The DCIP amounts must match the budget amounts for each indicated fund source. Each SCEP includes the school level costs for each activity, and shows the district support for each school.

> A. Provide a summarized list of the major recommendations that <u>directly</u> relate to each corresponding Tenet, if applicable. For example, Tenet 3.2 should contain major findings that directly relate to the enacted curriculum. A chart aligning the current intervention reports with the Six Tenets is found on pages 7-8. Also, indicate the specific report and location (page # of the SQR, ESCA, JIT, QIP, or AOC) where the major finding related to the activity can be found.
> B. Provide a list of goals directly aligned to achievement of the major findings or tenet.
> C. Indicate the measurable targets related to the stated goals and activities. Identified targets should be written to measure progress and impact.
> D. List specific activities that will be implemented to achieve each goal. Indicate how the activity is addressing the finding and/or goal. If more than one activity is listed please number the activities. If the activity is listed in the DCIP, only the DCIP activity number is needed to identify the activity.
> E. List the projected timeline for completion of each activity.
> F. Identify the key personnel responsible for completing each goal, activity, and assessment of targets.
> G. Identify all fund sources and corresponding amounts that will be used for completion of each activity.
> H. Indicate the total school costs associated with each activity. This amount <u>includes</u> the costs allocated to each school in the DCIP and shows the district support for each school.

2012-13
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	Monotesssori Academy School#53	CONTACT NAME	Miriam Cruz-Vazquez
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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			____/____/____
PRESIDENT, B.O.E.			____/____/____

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)			
	Job descriptions need to be updated and be reflective of the various needs of the different school models.		

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)			
	The Montessori model has particular needs in the way they group students. Funding for three and four year olds is necessary. District needs to continue to support models that parents request and that allows for positive impacts for the district.		

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)			

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)	Departments can deliver professional development to schools (possibly paired schools)		

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)	Continue to utilize the same progress monitoring tool for the next three years		

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)	Support/coverage must be provided so that administrators can have the time to meet with the teachers and teachers have the time to meet with administrators. Data conversations take up more than 30 minutes.		
	School calendar can reflect time to gather and discuss data –August-October-Jan-March…		

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
c) The school community develops and works towards specific, measurable, ambitious, realistic and timely goals that reflect urgent priorities and ensure the realization of	c) The school community develops and works towards specific, measurable, ambitious, realistic and timely goals that reflect priorities that are aligned with the vision.	Principal, teachers and students will review personal learning goals at least 3x in the year.

the vision.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
• School data and goals shared and reviewed with chief • Teachers meet with principal on data and goals through Professional Conversation Days • Students meet with teachers on data and work plans (goals)	Fall 2012, Winter 2013 Spring 2013	Chief Principal All Teachers: 15 x 45 min (3 yrs)		

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
b) The school leader expects staff to use best practices related to school and student progress and achievement.	b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement that include feedback loops and examples of best practices connected to student achievement.	Teacher feedback to students will be recorded at least 5x times classroom walk throughs (CWT) and shared with teachers for continued dialogue and improved student outcomes.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Administrator walk through notes will be shared with teachers specific to feedback teachers give to students Article on Feedback will be provided to teachers and discussed at grade level meeting Feedback articles will be discussed with Coaches and discussed as a basis for their collegial conversations	October 2012 February 2013 April 2013	Principal-1.30/per week 3 Coaches-1hr/per week Teachers-30 mins/per week		

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**

The school leader hires The school leader hires (and where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school), recruits and sustains personnel that enable the school to meet the academic and social needs of the students and school	The school leader strategically recruits, hires (and where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to the school), and sustains personnel and uses partnerships with organizations to create a pool of internal and external human capital that enables the school to creatively, equitably, and adequately meet the academic and social needs of all students.	Create Montessori job descriptions and interview protocols.		
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
• Share job descriptions with HCI • Circulate job description in two Montessori sites • Recruit Interview Team members • Work with interview team to create protocol	November – December 2012	Parent paraprofessional 2 teacher coaches-6 hrs/year Administrator (Team)-2 hrs/year		

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		
The school leader and other school administrators are planning to develop a system for frequently observing teachers that will result in relevant feedback and teacher improvement plans	The school leader and other school administrators have developed and implemented a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans	Conduct weekly informal observations and provide feedback.		
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
• Create a schedule for observing teachers which allows for capturing evidence of domains 2 and 3 • Keep and maintain a folder of student progress for each classroom • Maintain notes of feedback and dialogues	October 2012-June 2013	Principal-20 hrs/year 20 Teachers-4 hrs/4 times a year		

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)			
	District can have a viable substitute system whereby teachers can meet during the day, observe others, and		
	Materials and resources for Common Core at accessible and made available early		

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	
The school uses curriculums that consider standards and what students need to know.	The school 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.		100% of the classroom teachers are implementing the Common Learning Standards	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**

- Attend Professional development designed to guide in implementing the NYS curriculum modules -Attend professional development designed to integrate the Montessori approach -Attend Ambassador Training -Modify the schedule -Utilize network for key training	September 2012-June 2013	Teachers & Admin Sub (SIG): 10 Teachers-160 hrs (personal auth) 2 Admin-36 hrs x3 times per year (Reg hours) 1 Admin-15 days (Regular hours) Coaches: 1 Coach-15 days (Regular hours) 2 hrs x 2/per month (Regular hours)		

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 meet informally and have no systems or protocols for working on unit plans	Teachers participate in grade level meetings, so that they can collaboratively create and examine coherent CCLS aligned curriculum unit plans across their grade/subject.		Teachers collaborate 2x per month at grade level meetings	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
-provide pd on grade level meetings and expectations -adopt scheduled grade level meetings as -practice grade level meetings protocol -record minutes and create agendas for grade level	September 2012-June 2013	20 Teachers-4 hrs/week per training 3 Coaches-15 hrs/week each 2 Admin-10 hrs/2 times per month		

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		
Some school members create opportunities for specific teams of teachers work horizontally across grades or subjects on a regular basis.	The school leader and staff create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught.	Once a month vertical teams will work in partnerships		
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
• Professional development opportunity offered at school so that teams can discuss common patterns in data and instructional goals as they are scaffolded through the grades	October 2012-June 2013	20 Teachers & Coaches- 6 hrs/month Support staff (Social Wrker, Speech, TCOSE, Psychologist, ESOL, Resource)-6 hrs/month 3 Coaches-2 hrs./week 6 Paraprofessionals-6 hrs./month		

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, which causes a misalignment of instruction for other 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 a clear and timely path for progress and growth and engages students as active participants in their own learning.	Data discussion meetings will occur at least 3x times a year

D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
• professional conversation on data and individual student work plan • data wall and data reports utilized in planning for student and grade level goals. • data team meetings weekly	September 2012-June 2013	Principals-2 hrs/week 20 Teachers-1 hr./3 times per year 3 Coaches-2 hrs./week		

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)	Data must be available soon after assessments to ensure targeted instructional planning		

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 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 to provide timely and appropriate instructional interventions and extensions for all students	Teachers will have plans which will include instructional plans and student work plans which will be collected every two weeks.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
• Establish dates for looking at plans • Provide expectations for lesson planning which will include: student groups, assessment, resources…	October 2012-June 2013	Principal-20% of time		

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 aligned to CCLS curriculum maps to instruct students that leads to student achievement.	Teachers use instructional practices that are systematic and explicit based on sequential lesson plans aligned to CCLS curriculum maps to instruct students that lead to high levels of achievement.	Teacher's instruction is aligned to the CCLS at every grade.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

• Implementation of NYS Modules and Core Knowledge • Disseminate document of Montessori curriculum aligned with the CCLS-review with staff	September 2012-June 2013	Teachers-5 hrs/day x 14 days 3 Coaches-50 % of their time		

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 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.		1005 of staff utilize the Peace Flower as the core for school expected behaviors	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

• Montessori coach will develop a plan to train all on Peace Education • PBS Coach will assist with surveying the school for climate and culture • Parent workshop will focus on behavior and peace education	September 2012-June 2013	Montessori Coach-16 hrs x 2/year PBS Coach-20% of time at Freddie Thomas 2 Coaches-16 hrs x 2/year each		

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 utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies.		All teachers will utilize data wall information to plan for all students.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**

• Teachers will have data folders with a profile of student progress • Teachers will utilize NWEA and AimsWeb results and goals to provide appropriate interventions • Teachers will look at student work to inform decisions at grade level	September 2012-June 2012	3 Coaches-20 hrs 3 times/year 20 Teachers-1 hr 2 times/month		

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)	Response to Intervention documents are edited and standardized		
	Support staff are allocated and retained at the same school		
	Parent community resources must be easily accessible		

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	
The school is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students.	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 utilize the RTI process for all student concerns.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**

• Hold weekly RTI meetings • Provide PD opportunities for teachers to understand the referral process • Utilize the Rochester General school based team as a resource for families as well as a source for Professional Development.		Freddie Thomas High School PBS Coach-1 hr/week Nurse RTI Team, Coaches, Psych, Social Worker, TCOSE-1 hr./week Rochester General site based team		

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
The school is developing an understanding of the skills and behaviors connected to social and emotional developmental health and how it is linked to academic success	All school constituents can articulate the skills and behaviors that demonstrate social emotional developmental health that lead to academic success	All staff will participate in at least 12 hours of professional development in the area of student development (social, emotional, academic)

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
• The office of Response to Intervention will provide professional development in the areas social and emotional supports for children. • Teachers, parents and administrators will attend workshops offered by Primary Project and the RTI Office	September 2012-June 2012	PBS Coaches Office of RTI-District 10 RTI Teacher-4 workshops x 2 hrs. Primary Project-External Children's Institute 14 Teachers-3 hrs./year		

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 are 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.	At least 50% of parents and teachers or more at each grade level will attend a workshop on student social and emotional development.		
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
• Provide parent institute training on social and emotional development • Attend workshops offered through AVATAR/community on student growth	Fall 2012 Winter 2013 Spring 2013	PBS Coach 6 Teachers-8 hrs./year (Personal Auth-SIG) Support staff & Teachers-25 credit hrs.-PD Incentive (TIF or RTA)		

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 leader and student support staff expect staff members to use data to effectively address student needs.	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	Teachers will utilize Tier I, Tier II and Tier III documentation for all student referrals.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
• Teachers will be provided substitutes to attend RTI or planning meetings • Utilize resources from TCOSE and other support staff to document student behaviors to track patterns	September 2012-June 2013	TCOSE, Support staff, teachers, principal-Sub (During regular day)		

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)	Parent Engagement Office provides professional development at the school level		
	Community Partners provide professional development for teachers and families		

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 offers families opportunities for volunteering and engaging with the school focused on student learning and development.	The school provides support to families by creating diverse and meaningful opportunities for volunteering and engaging with the school using multiple points of entry focused on student learning and development.	All parents will be provided with an observation tool for the classroom with a focus on child development

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
• Parents will be invited to a workshop where they will learn about observing their child's interaction • Parents will come to the school for observations-logs will be kept of visits.	September 2012-June 2013	Montessori Coach-2 workshops x 2 hrs. Teachers		

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 respects and acknowledges the diversity of the existing knowledge and culture held by families and community members.	The school staff respects, acknowledges and validates the diversity of the existing knowledge and culture held by families and community members and provides a space to celebrate the diversity.	All staff will participate in diversity training.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
• Staff will attend diversity training attendance and reflection documents will be collected • Focused topic on boys will shape discussions and allow for analyzing data for this group-data analysis and discoveries will be noted • Community partnerships will collaborate with school to encourage reading • Set up a volunteer reading day with all partnerships	September 2012-June 2013	Director of African American Studies Gantt (North Street Recreation)Center Personnel Community Place		

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
The school provides professional development for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.	The school provides professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.	At least 50% of parents and teachers or more at each grade level will attend a workshop on parents as partners

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
• Professional Development will be offered for joint participation (parents and staff)from the office of Parent Engagement	September 2012-June 2013	Director of RTI Director of Parent Engagement		

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 and families can access it to understand student learning needs and successes	) 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.	At least 50% of parents/families at each grade level will come to Parent Teacher Conferences and Student Data Informational Meetings

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
• Parent teacher conferences will be recorded on attendance sheets • Conference conversations will be documented • Three data meetings will be offered for parents to understand the new assessments	September 2012-June 2013	Coaches-5 hrs./ 3 x year Principal-5 hrs./3 x year 25 Teachers-5 hrs./3 x year 3 Coaches-3 meetings x 2 hrs. 1 Admin-3 meetings x 2 hrs.		