

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Andrew Townson School No. 39

ENTER DATA INTO ALL YELLOW CELLS.

2016-2017 School Comprehensive Education Plan (SCEP)

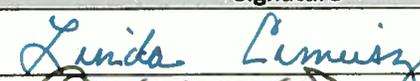
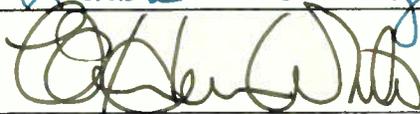
Contact Name	Jacquelyn Cox	Title	Principal
Phone	585-467-8816	Email	jacquelyn.cox@rcsdk1.org
Website for Published Plan	http://www.rcsdk12.org		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Linda Cimusz	7-27-16
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	7-29-16

Statement of Assurances

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

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers

- 2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

- 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.

- 4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

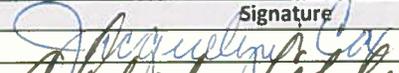
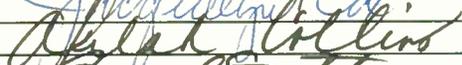
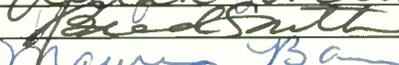
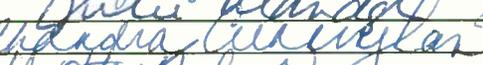
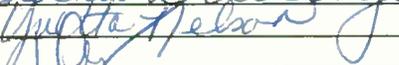
- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
5-31-16	School 39		
6-3-16	School 39		
6-6-16	School 39		

Name	Title / Organization	Signature
Jacquelyn Cox	Principal	
Akilah Collins	Assistant Principal	
Brandi Smith	Assistant Principal	
Maureen Barrant	Teacher	
Kelly Holborn	Teacher	
Nancy Lazarevski-Cady	Teacher	
Julie Aldridge	Teacher	
Chandra Cunningham	Teacher	
Yvetta Nelson	Parent Liaison	
LaKeisha Avery	Parent	
Wanda Richardson	Parent <i>Wanda Richardson</i>	

School Information Sheet

School Information Sheet							
Grade Configuration	pk-6	Total Student Enrollment	616	% Title I Population	83.30%	% Attendance Rate	91%
% of Students Eligible for Free Lunch	100% district eligibility	% of Students Eligible for Reduced-Price	83.30%	% of Limited English Proficient Students	5%	% of Students with Disabilities	17%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native		% Black or African American	60.60%	% Hispanic or Latino	31.50%	% Asian, Native Hawaiian / Other Pacific Islander	1.00%	% White	6.30%	% Multi-Racial	

School Personnel							
Years Principal Assigned to School	5	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	1
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	5%	Average # of Teacher Absences	6

Overall State Accountability Status							
Priority School	No	Focus School Identified by a Focus District	Yes	SIG 1003(a) Recipient	Yes	SIG 1003(g) Recipient	No
Identification for ELA?	Yes	Identification for Math?	YES	Identification for Science?	No	Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4	2%	Math Performance at Level 3 and Level 4	6%	Science Performance at Level 3 and Level 4	68%	Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	No	Black or African American
No	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
No	Students with Disabilities		Limited English Proficient
No	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	No	Black or African American
No	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
No	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	Limited English Proficient

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

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

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

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

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

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

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

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

In reflecting on the **PREVIOUS YEAR'S** PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The most significant impact that resulted from this 2015-2016 year's plan was teachers engaging in backwards planning design.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

Mid-year adjustments were made in the area of differentiated instruction to meet students individual needs: implementing 8 deeper understanding strategies and deeper engagement protocols, providing a DI lesson plan template, and develop a process for student goal setting. Additionally, character building stations were developed for the entire student population and the school website was updated.

In developing the **CURRENT YEAR'S** plan: 2016-2017

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

Key Approach: Common Core learning Standards and curriculum with a focus on ELA and Mathematics- Teachers will intimately know and understand the standards, shifts and curriculum. They will be explicit about what students need to know, how we'll know if they know it, and what to do when they don't. Teachers will be instructional decision makers for their class which will lead to powerful instruction.

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

To gain a clear understanding of the rigorous and coherent curricula and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students, to implement daily writing instruction, implement restorative practices and deeper academic engagement and understanding strategies.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

Our school family will empower students to take ownership of their learning by providing opportunities for them to independently: think at high levels (4.3), communicate effectively (5.3, 5.5), solve problems (4.4), use technology to access information and develop cultural responsiveness (6.3). Additionally, our focus on Common Core Standards Based instruction will require us to maintain rigorous instruction.

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

Increase by 10% the number of 3-6 grade students scoring at proficiency levels on the NYS ELA and Mathematics exams.

Decrease by 10% the number of disruptive incidents, school wide.

Increase the number of students meeting or exceeding their NWEA individual RIT goal and their grade level benchmark on AIMSweb Reading Fluency & MAZE assessments by June 2017:

AIMSweb: 60% of students at grade 1, 45% students at grade 2, 45% students at grade 3, 40% students at grade 4-6.

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

Grade Level Meetings & Release Time- teachers will meet weekly to collaboratively analyze Common Core Standards, align curriculum to standards and plan for instruction.

DTDSE Committees- will ensure Tenet activities are implemented with fidelity and monitor progress toward achievement of the SCEP goals. Vertical Teams will analyze data and develop and/or identify strategies to address gaps in the area of writing and mathematics instruction. Professional learning opportunities will be provided throughout the year and on a weekly basis to improve teaching practices.

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

Time, Master Scheduling, Teacher participation, Monetary Resources, Personnel, Changes in policy and procedures, Parental/Family support,

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

Common Core Standards analysis - integrate Social Studies into ELA, Differentiated Instruction - to meet the needs of all students, The Five Practices of Mathematics - increasing math accountable talk, Restorative Practices- learn practices that will support students socially & emotionally, and Writing Instruction - how to utilize the Step Up To Writing resource to explicitly teach daily writing lessons.

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

Staff Meetings, Weekly Bulletin, Grade Level Meetings, Superintendent Conference Days, Emails, Celebrate monthly "National Days", Fill Your Bucket Committee activities

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

Parent Workshops, PTO Meetings, Open House/Curriculum Night, Parent Orientation, School Website, Special Events, Post on Parent Bulletin Board,

- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

Meet with Prek staff at weekly planning meetings, invite Prek to all school wide events, coordinate parent activities at the same time.

Re-Identified Focus Schools

(Applicable to schools that were identified as Focus during the 2012-2016 identification period)

Focus Schools that are re-identified on the February 2016 list must implement more rigorous interventions and prior to the beginning of the 2016-17 school year revise their SCEP to focus on the needs identified through their DTSDE reviews. Schools must begin immediately planning for intensive implementation of at least one ESEA Flexibility Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is research-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) beginning no later than the 2016-17 school year. Districts must complete a school leader checklist for the re-identified Focus School, if the principal has been leader of school for more than two full academic years, in order to determine whether the school leader should be provided additional professional development and/or mentoring or replaced. The SCEP must describe the schools plan for intensive implementation of at least one ESEA Flexibility Turnaround Principle.

More information about the Turnaround Principles can be found at: <https://www.ed.gov/sites/default/files/esea-flexibility-acc.doc>

1. Identify the Turnaround Principle the school is choosing to implement.

Strengthen the school's instructional program based on students' needs, ensuring that it is research-based, rigorous, and aligned with State academic content standards. Use data to inform instruction and for continuous improvement. Establishing a school environment that improves school safety and discipline by addressing non-academic factors that impact student achievement.

2. Describe the schools plan for intensive implementation of the identified principle. As part of the response include a timeline for implementation.

Ensure that the daily schedule supports a researched-based instructional program. Purchase instructional resources materials that are aligned to CCLS that will support instruction in ELA and Mathematics. Provide consistent opportunities for professional development in the areas of use of data, student engagement, assessment in instruction, accountable talks in mathematics, explicit writing and reading instruction.

3. Describe the plan for oversight of the implementation of the identified principle.

Student performance progress and instructional program implementation will be measured using Weekly walkthrough and administrative quarterly walkthroughs and monthly collection of daily lesson plans, & school benchmark assessments-NWEA & AIMSweb.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	Oct-15
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Administrative team should conduct regular classroom walkthroughs providing immediate, actionable feedback to teachers. Administrators should consistently monitor daily lesson planning to ensure and support the delivery of differentiated, rigorous and engaging instruction for students to meet CCLS. Provide opportunities to build community between teachers and administrators.
---	---

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Actionable feedback to teachers based upon daily and quarterly administrative walkthroughs and monthly review of daily lesson plans will yield an increase in differentiated practices, engaging instruction, and assessment in instruction as measured by 80% of teachers receiving effective or highly effective in Danielson 1e, 3c, 3d ratings. (Baseline set in fall from 1st walkthrough)
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Lesson plans, Walkthrough feedback,

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-16	Jun-17	Administrators will collect lesson plans on a monthly basis to review and provide teachers with actionable feedback to ensure the intentional and consistent planning for differentiation, active student engagement, and assessment in instruction.
		Administrators will utilize 90-120 minutes during the 5 half-days sessions for grade level teachers to analyze common core standards and plan standards based lessons for 10 week periods of instruction. The School #39 coach and the supervising administrator will facilitate the work along side the teachers using the Backward Design planning model.
		Administrators will actively supervise using quarterly- targeted walkthroughs and Formal/Informal Observations providing timely and actionable feedback to teachers.
		Administrators will conduct Pre & Post Observation Conferences and three Good To Great Meetings, including Final Evaluation Conference, to discuss a summary of walkthrough feedback regarding the focus areas of: assessment in instruction, active engagement, and differentiated instruction.
		Administrators will calibrate ratings from walkthroughs and provide consistency around the type and amount of feedback given teachers.
		The administrators and the Bucket Committee will utilize staff meetings and other opportunities to build school community.
		Administrators will provide frequent review and development of HE criteria from Danielson Rubric.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	To examine CC standards, standards aligned assessments and curriculum that will result in explicit instruction that meets needs of students. Create a daily instructional schedule that supports a researched-based literacy program that includes the explicit teaching of reading and writing instruction and coherent mathematics instruction.
---	--

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	100% of grade level teams will plan collaboratively using the CC Modules to ensure that all Math & ELA standards are taught by the end of the school year so that 50 % of students reach grade level targets in Aimsweb and their personal RIT goal on NWEA in Reading and Mathematics.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Curriculum Maps/ Pacing Charts Grade Level CC End of Unit Assessments / common assessments

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
		Using the Backward Design model, grade level teams will align CC curriculum with assessment providing on-going development of pacing charts throughout the school year to ensure CC standards are met.
		.
		Grade level teams will examine student work monthly at grade level meetings to determine if the standards are being met by the students and plan for their differentiated instruction, utilizing the lesson plan template for DI.
		Grade level teams will analyze common grade level assessments at the end of each module or domain throughout the school year to determine if the standards are being met by the students, plan for their differentiated instruction, and design lessons aligned to the Danielson Rubric.
		Vertical Teams in Mathematics and Writing will identify deficits and explore strategies to address needs each marking period during the school year.
		All teachers will participate in professional development in the area of teaching writing instruction and collaboratively identifying supplemental differentiated resources.
		Daily utilize the lessons in the Step Up to Writing resource materials to explicitly teach writing instruction for 30 minutes each day.
		Continue student goal setting in the area of literacy instruction in every classroom.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	To examine CC standards and teaching practices that will result in instruction that is more explicitly linked to standards and tailored to the next step that each students needs. Implement key strategies that will ensure differentiated instruction, active student engagement, and assessment in instruction.
--	---

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	75% of students in a classroom will will pass (70% passing) each End of Unit CC assessments throughout the school year, student performance will be tracked by each classroom teacher.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Grade Level CC End of Unit Assessments / common assessments

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
		Teachers will implement the created grade level curriculum map/pacing chart with fidelity throughout the year to maximize student achievement.
		Teachers will commit to implementing 2-3 deeper engagement protocols within daily lessons across all grade levels: Four Corners, Semantic Webbing, Discussion Appointments
		Teachers will use the DI lesson plan for guided reading to ensure differntiated instructional strategies and practices to address student goals and needs.
		Teachers will deliberately plan for assessment in instruction during each lesson in all subject areas to ensure clarity of all students' understanding and mastery of learning.
		Teachers will commit to implementing 2-3 deeper checks for undertsanding to increase student accountability and ownership: Fist of Five, Quick-Write/Draw and Draw/Write-Pair-Share.
		Classroom teachers will explicitly teach writing instruction every day for 30 minutes.
		Provide all students with at least 20 minutes of independent reading time each day.
		The Problem Solving Checklist developed by the Vertical Mathematics team will be used in every classroom to help students strategically solve word problems.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	
B2. DTSDE Review Type:	

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Support and teach students positive and proactive strategies to deal with anger, frustrations, disappointment, conflicts and transitions. Support, model and teach students social skills. Improve relationships between students and staff, build trust and respect between students and teachers through Restorative Practices.
---	--

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Students participating in 2015-2016 Townson Tiger Celebrations will increase by 10% in comparison to school year 2015-2016, as a result of students' self-management and the implementation and teaching of positive and proactive strategies through restorative practices , and the schoolwide PBIS program.
--	---

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals
--	---

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
		Teachers will implement Peace Circles every day with all students to build community and Peace Circles will be used to collaboratively restore harm by all staff.
		The Response To Intervention Committee will be utilized when students do not respond to their Tier II reading or behavioral interventions within 4-6 weeks.
		Restorative Practices champions will provide professional development for staff in the areas of conducting peace circles, community building activities, and restorative procedures and practices.
		School 39 will serve as a pilot school for the Relationship Model for Educational Intervention for the 2016-2017 school year, participating in professional development and implementation.
		Conduct character building/life skills stations for all grade levels twice per school year (Sept. & Feb.)
		On a monthly basis teachers will track students who are Townson Tigers in order to increase student motivation and participation throughout the school year.
		Teachers will complete Behavior Support Plans (BSP) for any student who is exhibiting challenging behaviors.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:		
B2. DTSDE Review Type:		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Increase the number of parents who avocate and engage in the child's education and social /emotional well being.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		40% of our students' families (9 parents per classroom of 23) (240 parents for school of 600) will attend Parent Orientation, Open House, Family Curriculum Fun Night, Do Your Best on the Test Parent Workshop and other informative parent workshops to increase their knowledge of student academic and social/emotional expectations.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Parent Attendance at Workshops
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
		Report Card Conferences with teachers and parents will be held in February to discuss student progress and to pick up report cards so that parents know what Common Core standards their child needs to master before the end of the school year.
		Family Curriculum Fun Night will be held in May to expose parents to literacy and mathematic strategies that can be utilized at home to support their child's academic progress.
		The Instructional Coach and classroom teachers will inform parents about the purpose of the NWEA & AIMSweb testing and explain what the scores mean at Do Your Best On the Test Workshop.
		The school will notify parents when their child becomes a Townson Tiger to raise awareness of the school behavioral expectations and to increase positive communication with parents. A postcard will be mailed home.
		Classroom Teachers will revise benchmark reports for parents so that they are parent friendly. Reports will be sent home in Fall/Winter/Spring to inform them of their child's progress toward meeting grade level standards in ELA and Mathematics.
		Student Led Conferences will be conducted with parents in each classroom, in February with intensive students and in also April with strategic students. It is recommended that benchmark students will participate in a Student Led Conferences in May/June.
		Establish a parent support group for our most behaviorally challenged students and with the parents of students in the Success Program (8:1:2) to help meet the social & emotional needs of students and parents.