

LEA Name:	Rochester City School District
LEA BEDS Code:	Rochester City School District
School Name:	261600010012

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Michele Liguori-Alampi	Title	Principal
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Website for Published Plan			

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

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

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the 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			
President, B.O.E. / Chancellor or Chancellor's Designee			

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. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f*, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
3. 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.
4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
5. 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.
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
7. 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)
November 14, 2014	School 12	6-Mar-15	School 12
December 2, 2014	School 12	10-Mar-15	School 12
December 16, 2014	School 12	7-Apr-15	School 12
January 13, 2015	School 12	21-Apr-15	School 12
May 14, 2015	School 12	11-May-15	Hart Street
February 10, 2015	School 12	19-May-15	School 12

Name	Title / Organization	Signature
Michele Liguori-Alampi	Principal /School #12	
Mary Beth Ash-Jones	Vice Principal /School #12	
Tim Graziano	Vice Principal /School #12	
Amanda Forkner	Instructional Coach /School #12	
Sandra Perez	ESOL teacher /School #12	
Sue Allen	Parent Liason /School #12	
Kasey Gillette	Classroom Teacher /School #12	
Susan Young	Classroom Teacher /School #12	
Ann Bounds	Classroom Teacher /School #12	
Meagan Hennessey	Bi-lingual Classroom Teacher /School #12	
Vicki Robertson	Parent /School #12	
Jeanne Robillard	Librarian /School #12	
Rachel Larson	Parent /School #12	

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
- Tenet 6: Family and Community Engagement

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).

We have started to see a change in adult behavior, adjusting to students' needs. This resulted in the use of differentiated instruction models to provide remediation through enrichment opportunities for students. This was accomplished through workshop presentations that led to embedded coaching and ongoing grade level discussions.

- 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.

Based upon our mid-year data review and staff discussions, students' interventions were modified, grade level discussions were adjusted, and targeted coaching was applied.

In developing the **CURRENT YEAR'S** plan:

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

The focus of the 2015-2016 SCEP is to go deeper into application from the previous year. After careful self-assessment and feedback and recommendations from the district-based DTSDE site visit, clear goals were identified that include: student self-reflection and goal setting, creating an environment of respect and rapport and a culture for learning, student engagement, and data driven instruction to provide differentiated instruction.

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

Use of DDI to differentiate instruction through process, Enhance student engagement through identification of best practices, Enhance student achievement through the use of self-evaluation and reflection upon practice, and Enhance the student learning environment to promote a growth mindset in all stakeholders

- 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.

We at James P.B. Duffy, promise to engage our minds, develop our bodies, and lead with our hearts in order to be academically ready, socially mature, responsible citizens. Our identified needs directly support academic growth, social-emotional development, and include physical fitness as a method to utilize all students' strengths and attributes.

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

10% Reduction in behavior referrals, 80% of students will show growth in ELA/Math pre/post assessments(such as NWEA, Common Formative Assessments), Evidence of Differentiated instruction through process as demonstrated through peer and administrative walk-throughs by 75% of teachers, 85% of lesson plans demonstrate evidence of differentiation through process in at least one core subject area weekly, 100% of implementation of social learning skills in K-1 classrooms, 45% involvement of school families in parental engagement activities, Target 1 classroom per grade level in participating in student led conferencing, 75 % of all staff participate in a Professional Learning Community format that focuses on one of the school goals

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

Teachers will work in collaboration in PLC's working under a Learning Design to address one of the SCEP foci. Support will be provided through grade level meetings, embedded coaching support, vertical team meetings and planned Professional Learning sessions to support the work being done in PLC's. Administration will support through feedback and guidance for reflections using the "Stages of Concern" and "Levels of Use" using an evidence/interpretation/action cycle.

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

time, master schedule, staff out-of-school commitments or desire to participate in PLC forums.

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

Professional development will be offered during weekly grade level meetings in order to help inform, adjust and drive the instruction in the school. It will also serve as a means to create a common message and opportunity to gain new learning and collaboration in teaching. PLC's will be created to allow staff the opportunity to work collaboratively on a common goal under the foci of our school SCEP. The PLC will utilize the RCSD learning designs in combination with School #12 SCEP goals to frame their work. Afterschool Professional Learning will be created based on the needs of the staff in order to support their focus to improve student achievement. Embedded coaching will be provided to support the focus of their PLC work.

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

School leaders will use the School #12 Vision Map to introduce the work and use the following formats to provide ongoing communication as we progress through the year: grade level meetings, voluntary after-school meetings monthly to share results with the entire staff, emailed communication, periodic morning meetings, classroom visits, weekly bulletin, and face to face dialogue. Administration will use Evidence/Interpretation/Action Cycle to pulse check ongoing staff attitudes and implementation levels.

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

Current plan will be located on the school website, and distributed electronically to all staff members as well as shared with School-base constituents.

- 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.

We will conduct a series of kindergarten orientations to perspective and enrolled students where curriculum, social expectations, and parental involvement parameters are shared. Early intervention services and supports will be provided or continued at kindergarten and beyond.

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. HEDI Rating:	HE	
B2. HEDI Rating Source:	DTSDE District level	
B3. HEDI Rating Date:	9-Apr-15	
<u>C1. Needs Statement:</u> 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.	The school needs to continue to advocate for levels of staffing that can sustain and support the HOLA program, the Enrichment programming (Gifted and Talented), and Intervention/Coaching staffing. Continue to vision the models of enrichment and content and skill enrichment enhancement that we have researched and observed in other Rochester and Monroe County schools. Continue to support the planning process of Second-Language studies/ Spanish Language Arts/ HOLA 7-8 and how this will impact the growth to grade 7 in 2016-2017.	
<u>D1. SMART Goal:</u> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The school will receive 1 FTE to pilot the Gifted and Talented position for the 2015-2016 school year. The school will have a fully developed K-7 dual-language/ grow-out plan for 2016-2017 by January, 2016.	
<u>D2. Leading Indicator(s):</u> Identify the specific indicators that will be used to monitor progress toward the goal.	monthly minutes and status report on grow-out plan	
<u>E1. Start Date:</u> Identify the projected start date for each activity.	<u>E2. End Date:</u> Identify the projected end date for each activity.	<u>E3. Action Plan:</u> 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.
June, 2015	August, 2016	School base planning team will design a proposal with specific workgroups for the K-8 dual-language/grow-out program for the 2016-2017 school year.

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. HEDI Rating:	Effective
B2. HEDI Rating Source:	DTSDE District level
B3. HEDI Rating Date:	9-Apr-15

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.	We need to move to the highly effective level. This involves staff having more time to have deep collaboration that enhances teacher knowledge to impact student outcomes.
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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.	Teachers will demonstrate differentiated instruction (process) in 75% of peer and administrative walkthroughs. There will be evidence of planning for implementation of differentiation in 85% of lesson plans each week in at least one core (ELA/ Math) content area. 100% of teachers will use accountable talk and student reflection tools to assess their academic and behavioral growth quarterly by June, 2016. We will target 1 classroom per grade level to participate in Student Led conferencing.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Peer and Administrative walkthroughs, lesson plans, grade level agendas and minutes,

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.
Sept, 2015	June, 2016	Look at effectiveness of units of instruction during grade level meetings
June, 2015	June, 2016	Continue PLC in vertical, collaborative teaming to devise cross-curricular units including all special subject teachers and support staff.
June, 2015	June, 2016	Immerse teachers in practice through PLC format that allows teachers to deeply study their content and delivery to deepen their understanding that focus on school wide goals, such as student self- evaluation/reflection/ and goal setting, student engagement, data-driven instruction to provide differentiated instruction, and social emotional development to create a culture for learning. RCSD learning design formats will be used for the PLC's to document minutes. This work will be coordinated with the SAS service providers through progress monitoring.
Sept, 2015	June, 2016	Teachers utilizing a format to have students set targets and reflect and evaluate their progress towards their goals quarterly.
Sept, 2015	June, 2016	Create 1 classroom per grade level using Student Led Conferencing.
Sept, 2015	June, 2016	Grade level meetings on what is evidence on accountable talk and have teachers plan their student reflection tools that they will use quarterly with their students.
Sept, 2015	June, 2016	Grade level teams must identify/develop the year long calendar for common formative assessments and dates for data interpretation and analysis. This should include how to share with students and have them reflect on their own level of understanding with their next steps.
Sept, 2015	Oct, 2015	Teachers' lesson plan formats will be shared with all staff to allow them to choose the best method for their style of documenting elements of effective lesson planning. SBPT will determine criteria needed in lesson plan formats.

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. HEDI Rating:	Effective
B2. HEDI Rating Source:	DTSDE District level
B3. HEDI Rating Date:	9-Apr-15

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.	We need to continue with our concerted and deliberate focus on Differentiated Instruction with an concentration on process. Continue deep data dives and looking at student work to assist teachers in targeted planning and instructional delivery to impact student achievement. Teachers must take an active role in collecting evidence and providing feedback around DI during classroom walkthroughs.
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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.	Enhance student engagement to promote higher student achievement, as measured by a 10% reduction in office referrals, and 80% of students showing growth on ELA and Math pre and post assessment measures by June, 2016.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	deep data dives that analyze formative assessments (NWEA, AIMSWEB, NYS ELA and Math, NYSESLAT, SLO's, Running Reading Records, Module and Unit Assessments, Exit tickets) interest surveys

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.
Sept, 2015	June , 2016	Identify model classrooms that promote differentiation (process) to meet student needs. Utilize these rooms for classroom walkthroughs.
Sept, 2015	June , 2016	Provide focused and specific feedback to guide students' growth in learning by providing opportunities for students to participate in target setting and action steps.
Sept, 2015	June , 2016	Provide afterschool Pd's and focused grade level meetings that incorporate methods for active student engagement (Schlecty Center for Student Engagement, math in movement, Brain based engagement strategies) embedding coaching and classroom walkthroughs to look for evidence of classroom practice.
Sept, 2015	June , 2016	Professional learning planning guide that targets differentiated instruction on process, providing teachers time to collaboratively collect, interpret, analyze and plan DI lessons to meet all levels of student needs. This plan includes time allocated to common formative assessments and the continuous improvement cycle that includes intervention and enrichment supports offered to identified children.
Sept, 2015	June , 2016	Join the NYS RTI professional learning group to obtain training and tools to enhance intervention and supports as well as self-evaluate methods for continuous improvement. Look to identify grade level teacher leaders to take the leadership role in acquiring and sharing this knowledge.
Sept, 2015	June , 2016	Quarterly teacher release by grade level to complete deep data dives and design DI and SDI lessons that include tier 1 classroom supports as well as tier 2 and 3 interventions.
Sept, 2015	June , 2016	In Pd forums and embedded PD opportunities staff will continue to model proficient use of technology to solve problems, create, collaborate and communicate effectively.

Sept, 2015	June , 2016	PD committee will design a comprehensive learning plan encompassing 20 hours of PLC work and other professional learning opportunities around identified goals.
June,2015	Aug, 2015	Summer retreat to deepen teachers knoweldge of DI/ process, student engagement methods, and development of a culture of learning.
Sept, 2015	June , 2016	Provide teachers multiple methods on how to conduct quarterly target setting meetings with children at their grade level (that include interest surveys). Staff should work in collaboration to interpret these action steps into lesson plans for implementation. Intervention supports will be coordinated with SAS providers
Sept, 2015	June , 2016	Working in grade level teams design opportunities for teachers to build capacity to release control and establish routines that are student developed, driven and run to reach higher levels of student autonomy and control of their learning environment (domain 2- Danielson).
Sept. 2015	May, 2015	SAS per diem service providers will support classroom teachers in implementing direct intervention services to tier 2 and 3 identified children

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. HEDI Rating:	Effective
B2. HEDI Rating Source:	Self- Assessment for 2014-2015 & DTSDE for 2013-2014
B3. HEDI Rating Date:	9-Apr-15

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 build a school community that fosters positive social and emotional interactions between all stakeholders and a growth mindset that focuses on methods for intervention and development of pro-social behaviors (rather than punishment and punitive measures).
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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 implementation of Social learning skills program in K-1 classrooms. Increase the time spent on task in classrooms by reducing the number of office referrals by 10% by June, 2016.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	look at office referrals, ATS visits, social worker referrals (in-house and to outside agencies), agendas and minutes of SWPBS team,

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.
Sept, 2015	June,2016	Begin every meeting format with a mindset activity that teachers can take back to use in the classroom.
Sept, 2015	June,2016	Leadership team will provide social emotional training on deescalating and defusing issues within the classroom to build a learning environment of respect and rapport.
Sept, 2015	June,2016	Continue to promote SWPBS through monthly pep rallys on character trait development and use of Duck Bills
Sept, 2015	June,2016	Social workers will continue to provide PD to staff on self-help for emotional health and well being
Sept, 2015	June,2016	Leadership team and SWPBS will work to enhance the school climate, build relationships and interactions - focusing on anti-bullying and non-violence by semester.
Sept, 2015	June,2016	Social workers and other identified staff will work to build community partnerships and referrals for students and families needing more extensive community support for mental health needs.

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. HEDI Rating:	Effective	
B2. HEDI Rating Source:	Self- Assessment for 2014-2015 & DTSDE for 2013-2014	
B3. HEDI Rating Date:	6-Mar-15	
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.	We need to continue to engage parents, families and community stakeholders in ongoing communication methods that meet identified students' needs and strengths. We also need to promote and provide training on academic programs for these groups.	
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.	45% of school families participating in some school engagement activities.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Number of parent conferences, teacher communication logs, volunteer enrollment, participation in school events' numbers, student led conferencing parent and student feedback forms,	
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.
Sept, 2015	June, 2016	School (with student representation) will hold school/program wide events to celebrate students' accomplishments and inform parents of academic expectations. These events will be designed with parent involvement and the SBPT members; funded through Title 1 funds.
Sept, 2015	June, 2016	Families of selected students will participate in student led conferencing and provide feedback on the experience.
Sept, 2015	June, 2016	Staff meetings to discuss methods to enhance communication with parents about curricular units of study and individual student performance that include ways to engage families in the learning process. This should include effective ways to write report card comments, parent conferencing techniques, and strategies to gain parental support. This should occur on Sup's day in October, 2015 in a differentiated structure.