

# 2012-13 SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

<b>SCHOOL NAME</b>	<b>Audubon School #33</b>	<b>CONTACT NAME</b>	<b>Larry Ellison</b>
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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.

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

## **SCHOOL LEADERSHIP TEAM:**

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

**TENET I: DISTRICT LEADERSHIP AND CAPACITY**

*ADD ROWS AS NEEDED*

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	-The district will conduct a district-wide voluntary process for teachers interested in transferring into the school and those interested in transferring out of the school.		
	-The district will provide the school a list of teacher candidates for hire for potential vacancies.		
	-The district will conduct a staffing process that involves the Chief, HCI, directors, and bargaining units to secure staff for vacant positions in the school.		

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	-The district will provide the school a budget to cover instructional and operational costs.		
	-The district will cover the school's cost for resources to implement targeted instructional programs.		
	-The district will provide human resource support to the school to help administer local and state assessments.		

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.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	-The district will communicate its vision and mission statements and core values to the school so that the school can align its vision and mission statements and core values with that of the district.		
	-The district will communicate to the school team its high expectations for connecting professional practices to student outcomes.		

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.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	-The district will conduct district-wide professional development for teachers to address the CCC changes prior to implementation.		
	-The district will provide a district-wide system that catalogues professional development offerings where teachers can select from a venue of activities through Avatar.		

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

SEE DCIP (leave blank)	-The district will provide the school with NYS test data in the areas of ELA, mathematics, science, NYSAA, and NYSESLAT to help inform the practice of the school.		
	-The district will provide the school with local test data in the areas of ELA and mathematics to help inform the practice of the school.		
	-The district will provide the school with additional demographic data (i.e., attendance, suspensions, poverty) to assist in the planning process.		

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

<b>2.1</b> The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.			
<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	-The district will provide support to the school through collaboration with the Chief, directors and network team to help communicate the change process (i.e., Common Core, APPR).		
	-The district will provide support to the school through collaboration with the Chief and directors to support instructional initiatives.		

**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).

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
The Leadership Team needs to align its mission and vision statements to student achievement and well-being based on school data.	The school will hold itself accountable for the alignment of the mission and vision statements that promote student achievement and well-being.	<ul style="list-style-type: none"> <li>-Discuss the school’s vision and mission statements in at least 3 SBPT meetings</li> <li>-Publish the vision and mission statements weekly in the school’s bulletins</li> <li>-Conduct at least 3 staff forums (i.e., staff meetings, grade meetings, etc.) where the vision and mission statements are reviewed</li> </ul>		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
<ul style="list-style-type: none"> <li>-The school leadership team will discuss the school’s mission and vision statements in various school forums (i.e., SBPT, grade level meetings, parent meetings).</li> <li>-The school leadership team will seek input from various SBPT constituents regarding the school’s mission and vision and its alignment with student achievement and well-being.</li> <li>-The school leader will include mission/vision statements in the weekly bulletins and parent communications.</li> </ul>	2012-2013	Administrator, coaches, teachers, paraprofessionals, clerical, parents, and community members	Local funds	\$0

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

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
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<p>The school leader needs to increase expectations that all staff use best practices related to student process and achievement.</p>	<p>The school team will embrace and support practices in all areas that impact the school, student process and achievement which includes best practices that leads to high performance.</p>		<ul style="list-style-type: none"> <li>-Increase the number of students meeting the ELA target in grades 1 and 2 by at least 10% as measured by the NWEA assessment</li> <li>-Increase the number of students meeting the mathematics target in grades 1 and 2 by at least 10% as measured by the NWEA assessment</li> <li>-Establish a NWEA baseline target for student growth in grades 3-6</li> <li>-Increase NYS test results in ELA by at least 10% in grades 3-6</li> <li>- Increase NYS test results in mathematics by at least 10% in grades 3-6</li> </ul>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
<ul style="list-style-type: none"> <li>-Leadership team will attend NYS conference that focuses on NYS Common Core Curriculum (CCC) in the areas of ELA and mathematics.</li> <li>-Leadership team will conduct professional development forums for teachers with a focus on CCC and use of data to plan targeted instruction.</li> <li>-Teachers will implement the NYS Common Core Curriculum in ELA and mathematics in classrooms in the workshop model.</li> </ul>	<p>2012-2013</p>	<p>Administrators, coaches, teachers</p>	<p>Local funds</p>	<p>\$0</p>

<p><b>2.4</b> Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.</p>				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
<p>The school leaders needs to link the hiring of teachers with the need to meet academic and social goals of students.</p>	<p>The leaders will strategically recruit and recommend personnel to capitalize on meeting the academic and social needs of all students.</p>		<p>-Staff 100% of the teaching positions in the school before the end of the school year as discussed in a district staffing forum</p>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>

<ul style="list-style-type: none"> <li>-Leaders will participate in the district's on-line teacher voluntary transfer system by screening-in and interviewing teaching candidates.</li> <li>-Leaders will attend two district forums in identifying and securing school personnel for school.</li> <li>-Leaders will collaborate with school chief throughout staff process.</li> </ul>	2012-2013	Administrators, coaches, teachers	Local funds	\$0
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**2.5** The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
School leader (s) needs to plan a system to further develop frequent observations of teachers that will result in relevant feedback and teacher improvement plan.	Leader(s) will develop and implement an explicit and well communicated system for frequently observing target teaching practices throughout the school year that result in relevant feedback and individualize teacher improvement plan.		<ul style="list-style-type: none"> <li>-Conduct at least 3 classroom walkthroughs yearly per teacher</li> <li>-Complete 100% of the teacher observations yearly per contractual timeline</li> <li>-Complete 100% of the teacher final evaluations yearly per contractual timeline</li> </ul>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
<ul style="list-style-type: none"> <li>-Leaders will meet with the teachers to explain evaluation process.</li> <li>-Leaders will conduct classroom walkthroughs.</li> <li>-Leaders will routinely observe and meet with teaching teams and give support/feedback, as needed, to hold them accountable for continuous improvement.</li> <li>-Leaders will complete all teacher observations and final evaluations in a timely manner per contractual language during the school year.</li> </ul>	2012-2013	Administrators, teachers	Local funds	\$0

**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.

<b>A. - C., E. - F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	-The district will support the school in providing professional development to the administrators and teacher leaders regarding CCLS.		
	-The district will support the school in providing resources to support the implementation of the CCLS.		

**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 in Pre K-12.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
The leadership team needs to align and provide support to implement NYS Common Core Learning Standards (CCLS).	The leadership team will foster a culture where teachers will implement the CCLS that addresses what students need to know for school-wide goals to be achieved.		<ul style="list-style-type: none"> <li>-Increase the number of students meeting the ELA target in grades 1 and 2 by at least 10% as measured by the NWEA assessment</li> <li>-Increase the number of students meeting the mathematics target in grades 1 and 2 by at least 10% as measured by the NWEA assessment</li> <li>-Establish a NWEA baseline target for student growth in grades 3-6</li> <li>- Increase NYS test results in ELA by at least 10% in grades 3-6</li> <li>-Increase NYS test results in mathematics by at least 10% in grades 3-6</li> </ul>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>



<p>-Leadership team will attend NYS CCLS conference and district's CCLS workshops in the areas of ELA and mathematics.</p> <p>-Leadership team will turn-key information to teachers for implementation.</p> <p>-Teachers will implement the CCLS in appropriate classroom -Leader(s) will secure CCLS resources for teachers.</p>	2012-2013	Administrators, coaches, teachers	Local funds	\$0
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<p><b>3.3</b> 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.</p>				
<p><b>A. Major Recommendation and Report Citation</b></p>	<p><b>B. Goal</b></p>		<p><b>C. Targets</b></p>	
<p>Teachers need to consistently align lesson plans to CCLS to promote higher order thinking skills across content areas.</p>	<p>The teachers will use CCLS aligned lesson plans that will promote higher order thinking skills with all students and develop analytical, evaluative and reflective skills across content areas by providing supports and extension necessary for student achievement.</p>		<ul style="list-style-type: none"> <li>-Increase the number of students meeting the ELA target in grades 1 and 2 by at least 10% as measured by the NWEA assessment</li> <li>-Increase the number of students meeting the mathematics target in grades 1 and 2 by at least 10% as measured by the NWEA assessment</li> <li>-Establish a NWEA baseline target for student growth in grades 3-6</li> <li>- Increase NYS test results in ELA by at least 10% in grades 3-6</li> <li>-Increase NYS test results in mathematics by at least 10% in grades 3-6</li> </ul>	
<p><b>D. Activity</b></p>	<p><b>E. Timeline</b></p>	<p><b>F. Key Personnel</b></p>	<p><b>G. Fund Source(s)</b></p>	<p><b>H. School Cost</b></p>

<p>-Teachers will implement NYS Common Core Curriculum (CCC) in the areas of ELA and mathematics in classrooms.          -Teachers will implement the Rochester Curriculum Framework (RCF) in appropriate classrooms in the area of ELA and mathematics.          -Teachers will align teachers' lesson plans to the CCC and RCF.</p>	2012-2013	Administrators, coaches, teachers	Local funds	\$0
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<p><b>3.4</b> 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.</p>				
<p><b>A. Major Recommendation and Report Citation</b></p>	<p><b>B. Goal</b></p>		<p><b>C. Targets</b></p>	
<p>The school team needs to create opportunities for teams of teachers to work vertically and horizontally across grades or subjects on a regular basis.</p>	<p>The school team will proactively create opportunities and a culture that encourages teachers to work in partnerships within and across grades and subject vertically and horizontally on a regular basis targeting student development, what is taught, and why it is taught.</p>		<p>-Conduct monthly teacher driven grade level meetings during the school year with the focus on curriculum and instruction          -Submit monthly copy of grade level meeting minutes to the appropriate school leader and staff during the school year</p>	
<p><b>D. Activity</b></p>	<p><b>E. Timeline</b></p>	<p><b>F. Key Personnel</b></p>	<p><b>G. Fund Source(s)</b></p>	<p><b>H. School Cost</b></p>
<p>-Teachers will identify grade level chairpersons and conduct meetings.          -Teachers will create grade level meeting agendas that focus on curriculum, instruction and using data to inform instruction.          -Teacher will submit meeting minutes to the supervising administrator and principal.</p>	2012-2013	Administrators, coaches, teachers	Local funds	\$0

<p><b>3.5</b> 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.</p>		
<p><b>A. Major Recommendation and Report Citation</b></p>	<p><b>B. Goal</b></p>	<p><b>C. Targets</b></p>

<p>The school team’s analysis of data needs to lead to an adaption of instructional plans based on the performance of specific students to decrease misalignment for other students.</p>	<p>The school team will collaboratively analyze data that leads to the development of comprehensive instructional plans for students that captures individual student achievement, maps out a clear and timely path for progress and growth, and engages student as active participants in their own learning.</p>		<ul style="list-style-type: none"> <li>-Increase the number of students meeting the ELA target in grades 1 and 2 by at least 10% as measured by the NWEA assessment</li> <li>-Increase the number of students meeting the mathematics target in grades 1 and 2 by at least 10% as measured by the NWEA assessment</li> <li>-Establish a NWEA baseline target for student growth in grades 3-6</li> <li>- Increase NYS test results in ELA by at least 10% in grades 3-6</li> <li>-Increase NYS test results in mathematics by at least 10% in grades 3-6</li> </ul>	
<p><b>D. Activity</b></p>	<p><b>E. Timeline</b></p>	<p><b>F. Key Personnel</b></p>	<p><b>G. Fund Source(s)</b></p>	<p><b>H. School Cost</b></p>
<ul style="list-style-type: none"> <li>-Leadership team will meet with teachers to share and analyze student data using AIMSweb, NWEA and NYS test results in the areas of ELA and mathematics.</li> <li>-Leadership team will meet with teachers to set academic targets for classrooms.</li> </ul>	<p>2012-2013</p>	<p>Administrators, coaches, teachers</p>	<p>Local funds</p>	<p>\$0</p>

### **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.

<b>A. - C., E. – F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	-The district will support the implementation of professional development activities in the school that align to teacher and student needs and responsive to instructional practices in the school.		
	-The district will facilitate a process that aligns school and student data which leads to improve student outcomes.		

**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.

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>		
Teachers need to use instructional practices and strategies that are consistently aligned to plans and provide measureable instructional intervention for students.	Teachers will use instructional practices and strategies that are aligned to plans that support all students	-Submit plan book to supervising administrator at least 2 times per school or as needed for for review		
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
-Teachers will complete lesson plans based on CCLS and RIF and submit plan book to supervising administrator.	2012-2013	Administrators, coaches, teachers	Local funds	\$0

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

<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Teachers need to use instructional practices that are aligned to standards that lead to increased student achievement.	Teachers will use instructional practices that are systematic and explicit based on sequential lesson plans, aligned to Common Core Curriculum (CCC) and Rochester Curriculum Framework (RCF) curriculum maps to instruct students that lead to high level of achievement.		<ul style="list-style-type: none"> <li>-Increase the number of students meeting the ELA target in grades 1 and 2 by at least 10% as measured by the NWEA assessment</li> <li>-Increase the number of students meeting the mathematics target in grades 1 and 2 by at least 10% as measured by the NWEA assessment</li> <li>-Establish a NWEA baseline target for student growth in grades 3-6</li> <li>- Increase NYS test results in ELA by at least 10% in grades 3-6</li> <li>-Increase NYS test results in mathematics by at least 10% in grades 3-6</li> </ul>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
<ul style="list-style-type: none"> <li>-Leadership team will provide teachers with curriculum maps.</li> <li>-Teachers will implement the CCC and RCF curriculums in classrooms.</li> </ul>	2012-2013	Administrators, coaches, teachers	Local funds	\$0

<b>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.</b>				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
Teachers need to have an established set of expectations for students.	Teachers will create an environment where students will understand the sense of respect for others by using behavioral expectations that are explicitly taught.		<ul style="list-style-type: none"> <li>-Decrease the number of office disciplinary referrals by at least 5%</li> <li>-Decrease the number of students referred the Alternative to Suspension room by at least 5%</li> </ul>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>

<p>-School team representatives will establish School-wide Positive Behavioral Support (SWPBS) committee.</p> <p>-School team representatives will attend SWPBS training to turn-key information to school staff and develop school-wide activities.</p> <p>-School team will implement SWPBS system in classrooms.</p> <p>-School team will implement the Promoting Alternative Thinking Strategies (PATHS) initiative in classrooms.</p> <p>-School leader(s) will secure resources needed to implement initiatives.</p>	2012-2013	Administrators, coaches, teachers	Local funds	
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<p><b>4.5</b> Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.</p>				
<p><b>A. Major Recommendation and Report Citation</b></p>	<p><b>B. Goal</b></p>		<p><b>C. Targets</b></p>	
<p>Teachers need to consistently use data sources to inform instructional decision making.</p>	<p>Teachers will use summative and formative assessments to develop responsive plans based on students' strengths and needs.</p>		<p>-Administer AIMSweb in appropriate grade levels 3 times yearly          -Administer NWEA in appropriate grade levels 3 times yearly          -Administer state tests yearly in appropriate grade levels          -Administer 1 baseline DRA to all students at the beginning of the school year</p>	
<p><b>D. Activity</b></p>	<p><b>E. Timeline</b></p>	<p><b>F. Key Personnel</b></p>	<p><b>G. Fund Source(s)</b></p>	<p><b>H. School Cost</b></p>

<ul style="list-style-type: none"> <li>-School representatives will train teachers to use assessment tools.</li> <li>-Teachers will administer assessments as aligned with the CCC and RCF.</li> <li>-Teacher will administer DRA to determine baseline reading level for instructional groupings.</li> <li>-Teachers will administer AIMSweb and NWEA assessments .</li> <li>-Teachers will administer state tests</li> <li>-School leader(s) will provide students with afterschool, Saturday school and summer school opportunities to practice effective reading, writing and mathematical strategies directly connected to the NYS CCC and state, as well as, local assessments.</li> <li>-Teachers will conduct collegial circles with a focus on ELA or mathematics best practices.</li> </ul>	2012-2013	Administrators, coaches, teachers	Local funds	\$0
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**TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

<b>5.1</b> The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively support students’ social and emotional developmental health.			
<b>A. - C., E. – F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	-The district will provide the school with a comprehensive support policy, so that an array of student social and emotional health needs are met.		
	-The district will provide professional development to the school in support of the student social and emotional developmental growth.		

<b>5.2</b> The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.			
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>	
The PLC needs to develop a system of referral and support to address the social and emotional developmental health and academic success of students.	The PLC will develop a strategic and comprehensive system for referral and support of students that addresses barriers to social and emotional developmental health and academic success.	-Decrease the number of Educated Related Service Support (ERSS) referrals by at least 3% -Decrease the number of new CSE referrals by at least 3%	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>
			<b>H. School Cost</b>



<p>-School's Educational Support Service (ESS) team will train staff regarding IDEA and State mandates.</p> <p>-School's ESS team will establish a process for early identification of students in addition to strategies and supports for students already identified, so that academic intervention can take place.</p> <p>-ESS team and teachers will attend CSE committee meetings.</p> <p>-ESS team and School based Health personnel will conduct professional development workshops to present information about social and emotional development of students.</p> <p>-ESS team and teachers conduct pre-service meeting support for students.</p>	2012-2013	Administrators, coaches, teachers, community partners	Local and federal funds	\$0
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<p><b>5.3</b> 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.</p>				
<p><b>A. Major Recommendation and Report Citation</b></p>	<p><b>B. Goal</b></p>		<p><b>C. Targets</b></p>	
<p>The school team needs a curriculum or program to teach support and measure social emotional developmental health for students.</p>	<p>The school team will implement a rigorous &amp; coherent curriculum or program that teachers support and measure social emotional developmental health for students that results in students demonstrating these skills and articulating a sense of belonging in ownership in the school community.</p>		<p>-Decrease the number of office disciplinary referrals by at least 3%</p> <p>-Decrease the number of students referred to the Alternative to Suspension room by at least 3%</p> <p>-Decrease the number of Educated Related Service Support (ERSS) referrals by at least 3%</p> <p>-Decrease the number of new CSE referrals by at least 3%</p>	
<p><b>D. Activity</b></p>	<p><b>E. Timeline</b></p>	<p><b>F. Key Personnel</b></p>	<p><b>G. Fund Source(s)</b></p>	<p><b>H. School Cost</b></p>

<ul style="list-style-type: none"> <li>-School team representatives will establish School-wide Positive Behavioral Support (SWPBS) committee.</li> <li>-School team representatives will attend SWPBS training to turn-key information to school staff and develop school-wide activities.</li> <li>-School team will implement SWPBS system in classrooms.</li> <li>-School team will implement the Promoting Alternative Thinking Strategies (PATHS) initiative in classrooms.</li> <li>-Implement rituals and routines in classrooms.</li> <li>-School leader(s) will secure resources needed to implement initiatives.</li> <li>-School's ESS team will establish a process for early identification of students in addition to strategies and supports for students already identified, so that academic intervention can take place.</li> <li>-ESS team and School based Health personnel will conduct professional development workshops to present information about social and emotional development of students.</li> </ul>	2012-2013	Administrators, coaches, teachers	Local funds	\$0
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<p><b>5.4</b> All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.</p>		
<p><b>A. Major Recommendation and Report Citation</b></p>	<p><b>B. Goal</b></p>	<p><b>C. Targets</b></p>

The school constituents need to articulate their role in supporting students' social and emotional developmental health and how it connects to the school vision.	The school constituents will be able to articulate their investment in the school's vision and how they have a voice in decisions that impact school environment and student learning.		-Administer SWPBS surveys yearly to staff and collect results for analysis	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
-The SBPT will discuss the school's mission and vision statements in various school forums (i.e., staff meeting, grade level meetings, parent meetings). -Teachers will post charts of the school's vision and mission statements in classrooms. -Teachers will complete SWPBS surveys.	2012-2013	Administrators, coaches, teachers	Local funds	\$0

<b>5.5</b> The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.				
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>		<b>C. Targets</b>	
The school leader and the ESS team needs to prioritize the systems that address how staff use data to address students' social and emotional developmental health needs.	The school leader and ESS team will work collaboratively to develop a strategic plan to address students' social and emotional developmental health needs that align to academic and social success.		-Decrease the number of Educated Related Service Support (ERSS) referrals by at least 3% -Decrease the number of new CSE referrals by at least 3%	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>

<p>-School's Educational Support Service (ESS) team will train staff regarding IDEA and State mandates.</p> <p>-School's ESS team will establish a process for early identification of students in addition to strategies and supports for students already identified, so that academic intervention can take place.</p> <p>-ESS team and teachers will attend CSE committee meetings.</p> <p>-ESS team and School based Health personnel will conduct professional development workshops to present information about social and emotional development of students.</p> <p>-ESS team and teachers conduct pre-service meeting support for students</p>	<p>2012-2013</p>	<p>Administrators, coaches, teachers</p>	<p>Local and federal funds</p>	<p>\$0</p>
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## **TENET VI: FAMILY AND COMMUNITY ENGAGEMENT**

<b>6.1</b> The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			
<b>A. - C., E. – F.</b>	<b>D. Activity</b>	<b>G. Fund Source(s)</b>	<b>H. School Cost</b>
SEE DCIP (leave blank)	-The district will communicate to the school and provide a copy to the school of the family and community strategic plan.		
	-The district will allocate appropriate resources to the school to be responsive to students’ and families’ needs.		

<b>6.2</b> The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.			
<b>A. Major Recommendation and Report Citation</b>	<b>B. Goal</b>	<b>C. Targets</b>	
The school team needs to strengthen its relationship with families and community members, and provide opportunities to engage with staff during select times throughout the school year.	The school team is welcoming and responsive to families and community members and collaboratively designs an open-door policy to ensure appropriate access to the school staff.	<ul style="list-style-type: none"> <li>-Secure 4 PTA officers to schedule parent meetings</li> <li>-Conduct at least 6 PTA meetings during the school year</li> <li>-Secure 3 parent representatives as members of the SBPT</li> <li>-Attend (parents representatives) 10 SBPT meetings</li> <li>-Secure at least 4 community partners to help support the school’s mission and vision</li> <li>-Conduct at least 4 school related events for families and communities members to attend</li> </ul>	
<b>D. Activity</b>	<b>E. Timeline</b>	<b>F. Key Personnel</b>	<b>G. Fund Source(s)</b>
			<b>H. School Cost</b>

<p>-Parents will engage in a process to identify PTA officers and SBPT parents</p> <p>-Parents will conduct PTA and parent representatives will attend SBPT meetings.</p> <p>-The school leadership team will establish a process to secure at least five community partners.</p> <p>-The school team will conduct at least five school events for families and community members to attend.</p> <p>-School leadership team will design school website and post school information for families to read.</p>	2012-2013	Administrators, coaches, teachers, parents, community members	Local funds	\$0
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<p><b>6.3</b> The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.</p>				
<p><b>A. Major Recommendation and Report Citation</b></p>	<p><b>B. Goal</b></p>		<p><b>C. Targets</b></p>	
<p>The school needs to be aware of the diverse culture and understand the needs of the community.</p>	<p>The school will respect, acknowledge and validate the diversity of the culture of families and communities members.</p>		<p>-Conduct at least 4 events for parents after school</p> <p>-Conduct at least 2 multi-cultural school activities to recognize our diverse school population</p> <p>-Conduct at least 6 PTA meetings for parents to discuss matters important to them</p>	
<p><b>D. Activity</b></p>	<p><b>E. Timeline</b></p>	<p><b>F. Key Personnel</b></p>	<p><b>G. Fund Source(s)</b></p>	<p><b>H. School Cost</b></p>

<p>-The school team will engage students, families and community members in cultural activities that support the school's mission and vision.</p> <p>-The school will conduct school cultural events for families and community members to attend.</p> <p>-The parent group will conduct meetings seeking to gather input of parents at-large.</p>	2012-2013	Administrators, coaches, teachers, community partners	Local funds	\$0
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<p><b>6.4</b> The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.</p>				
<p><b>A. Major Recommendation and Report Citation</b></p>	<p><b>B. Goal</b></p>		<p><b>C. Targets</b></p>	
<p>The school team needs to share information with families regarding community resources.</p>	<p>The school team will build partnerships and create opportunities that will link and engage families with the community to support student learning and growth.</p>		<p>-Secure at least 4 community partners to help support the school's mission and vision</p> <p>-Conduct at least 4 school related events for families and community members to attend</p>	
<p><b>D. Activity</b></p>	<p><b>E. Timeline</b></p>	<p><b>F. Key Personnel</b></p>	<p><b>G. Fund Source(s)</b></p>	<p><b>H. School Cost</b></p>
<p>-The school team will secure at least five community partners.</p> <p>-School representatives will attend community partner meetings.</p> <p>-The school team will conduct at least five school events for families and community members to attend.</p>	2012-2013	Administrators, coaches, teachers, parents	Local funds	\$0

<p><b>6.5</b> The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.</p>		
<p><b>A. Major Recommendation and Report Citation</b></p>	<p><b>B. Goal</b></p>	<p><b>C. Targets</b></p>

<p>The school team needs to provide learning opportunities for families who actively seek to understand their student data.</p>	<p>The school team will provide a range of opportunities for families to increase their understanding of student and school data.</p>		<p>-Conduct at least 6 PTA meetings during school year to communicate school and community affairs -Present at least at 1 parent meeting where focus is on data and assessments.</p>	
<p><b>D. Activity</b></p>	<p><b>E. Timeline</b></p>	<p><b>F. Key Personnel</b></p>	<p><b>G. Fund Source(s)</b></p>	<p><b>H. School Cost</b></p>
<p>-The parent officers will conduct PTA meetings during the school year. -School representatives will attend parent meetings and present information regarding CCC, local/state assessments, and research-based instructional strategies.</p>	<p>2012-2013</p>	<p>Administrators, coaches, teachers, parents</p>	<p>Local funds</p>	<p>\$0</p>