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| LEA Name:      | Rochester City School District |
| LEA BEDS Code: |                                |
| School Name:   | Francis Parker - 23            |

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2016-2017 School Comprehensive Education Plan (SCEP)

|                            |                    |       |                           |
|----------------------------|--------------------|-------|---------------------------|
| Contact Name               | John Gonzalez      | Title | Principal                 |
| Phone                      | 585-473-5099       | Email | john.gonzalez@rcsdk12.org |
| Website for Published Plan | www.rcsdk12.org/23 |       |                           |

**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. 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) |
|--------------------|--------------|-----------------|-------------|
| September 15, 2017 | School 23    |                 |             |
|                    |              |                 |             |
|                    |              |                 |             |
|                    |              |                 |             |

| Name              | Title / Organization     | Signature |
|-------------------|--------------------------|-----------|
| John Gonzalez     | Principal/ASAR           |           |
| Eileen Hurwitz    | Assistant Principal/ASAR |           |
| Lisa Clayton      | Teacher/RTA              |           |
| Jen Rothfuss      | Teacher/RTA              |           |
| Kim Buonomo       | Teacher/RTA              |           |
| Joanne Swick      | Teacher/RTA              |           |
| Daniel Hurley     | Teacher/RTA              |           |
| Laquanda Fields   | Parent                   |           |
| Molly Gildea      | Parent                   |           |
| Juliet Sullivan   | Parent                   |           |
| Patricia McKinney | Parent Liaison/RAP       |           |
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School Information Sheet

School Information Sheet

## 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.**

- 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.**

- 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.**

- 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.**

- 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.**

- 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.**

- 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).

Increased alignment of resources to support Tenet 3; this tenet aligned with our instructional priorities and support teachers change in practice in supporting ELA instruction.

- 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.

SBPT examined the goal set for Tenet 2, it was determined that this tenet was redundant and not appropriately aligned to the Tenet description.

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

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

Introduction of a Character Education program. Increased function of the Shared Governance teams. Greater accountability and consistency with lesson planning.

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

increase in differentiated instruction as evidenced in lesson planning. Proactive approach to providing social emotional supports.

- 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.

Academic Priority: All Francis Parker School students will show measurable growth in their ability to identify and report the most important details from the text. Teachers will implement strategies for identifying details and summarizing in writing and during comprehension conversations. Success will be measured by student's performance on NWEA (MAP) and Fountas & Pinnell Benchmark assessments. Social-Emotional Priority: The Francis Parker community will understand and practice the skills for learning empathy for others, emotion management, and problems solving skills in order to have both social and academic success within school and beyond.

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

Reduction in office disciplinary referrals: All students by a total of 8% by the end of June 2017.

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

The school will enhance the function of the shared governance structure; therefore, increasing the likelihood that the students will be exposed to differentiated instruction. A consistent expectation will transcend throughout the instructional community.

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

Funding to support teacher training for implementation of Second Step. Time to support teacher training of second step.

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

July 27 & 28 Implementation training of Second Step. Summer series focused on UBD and best practices. Embedded coaching supporting differentiated instruction.

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

Despite the reduction in time for collective capacity building, school leadership would like to maintain a consistent time for staff to participate in professional learning. Leadership has increased the opportunities for families to engage in school events as well as the PTA meeting by establishing events off campus. A zip code analysis was held in order to identify families.

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

The plan will be published in our school website. The plan will be available in the Main Office. The tenet goals will be posted in the school main hallway. The plan will be shared at a PTA meeting.

- 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.

Planned joint collaboration of PreK teachers and Kindergarten teachers. Vertical analysis of PreK universal curriculum and CCLS module instruction. Visits of PreK students to Kindergarten classrooms.

**Common Leading Indicators Worksheet**

| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.</b> | <b>Tenet 2</b> | <b>Tenet 3</b> | <b>Tenet 4</b> | <b>Tenet 5</b> | <b>Tenet 6</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Student Growth Percentile for Low-Income Students                                                                                                                                                                                               |                |                |                |                |                |
| Student Average Daily Attendance                                                                                                                                                                                                                |                |                |                |                |                |
| Student Drop-Out Rate                                                                                                                                                                                                                           |                |                |                |                |                |
| Student Credit Accruals (HS Students)                                                                                                                                                                                                           |                |                |                |                |                |
| Student Completion of Advanced Coursework                                                                                                                                                                                                       |                |                |                |                |                |
| Student Suspension Rate (Short-Term / Long-Term)                                                                                                                                                                                                |                |                |                | Y              |                |
| Student Discipline Referrals                                                                                                                                                                                                                    |                |                |                | Y              |                |
| Student Truancy Rate                                                                                                                                                                                                                            |                |                |                |                |                |
| Student Performance on January Regents Exams                                                                                                                                                                                                    |                |                |                |                |                |
| Student Participation in ELT Opportunities                                                                                                                                                                                                      |                |                |                |                |                |
| Minutes of Expanded Learning Time (ELT) Offered                                                                                                                                                                                                 |                |                |                |                |                |
| Teacher Average Daily Attendance Rate                                                                                                                                                                                                           |                |                |                |                |                |
| Teachers Rated as "Effective" and "Highly Effective"                                                                                                                                                                                            |                | Y              |                |                |                |
| Teacher Attendance at Professional Development                                                                                                                                                                                                  |                | Y              | Y              |                |                |
| Parent Attendance at Workshops                                                                                                                                                                                                                  |                |                |                |                |                |
| Parent Participation in District/School Surveys                                                                                                                                                                                                 |                |                |                |                |                |
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## Tenet 2: School Leader Practices and Decisions

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| <b>Tenet 2 - School Leader Practices and Decisions</b> | <b>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.</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>              | 11/17/2015                                                                                                                                                                                                |
| <b>B2. DTSDE Review Type:</b>                          | District Lead                                                                                                                                                                                             |

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| <b>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.</b> | The school needs a coherent structure for implementing powerful learning. In 2016-17, 10% of the student population were provided opportunities for project based learning. The percentage of African-American and Hispanic students meeting proficiency on NYS Assessments is lower than their Caucasian peers. Observational and walk through data indicates low levels of student engagement and participation in daily classroom lessons. |
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| <b>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.</b> | Create and implement a structure that clearly provides powerful learning for all Francis Parker students. This structure will be based upon the anchors of excellence; Rigorous Academics, Social Excellence, Engaging Learning, and Authentic Relationships. 100% of Francis Parker students will participate in project based learning opportunities. The percentage of African-American and Hispanic students will increase by at least 10%. Levels of student engagement will increase in 100% of classrooms based on walk through data and quarterly student and parent perception surveys using S.C.O.R.E. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>                                                       | Quarterly perception surveys, NYS ELA and Math Assessment data, Classroom lesson plans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> 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. |
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| Jul-17                                                                         | Sep-16                                                                  | Create and communicate a visual model of the anchors for powerful learning                                                                                                                                                                                                                                                                                                                                                                                  |
| Jul-17                                                                         | Sep-16                                                                  | Design and implement professional development opportunities based on the anchors to excellence                                                                                                                                                                                                                                                                                                                                                              |
| 16-Sep                                                                         | Oct-16                                                                  | Create shared governance teams to implement action items around powerful learning                                                                                                                                                                                                                                                                                                                                                                           |
| Sep-17                                                                         | Jun-17                                                                  | Consistent monitoring and refining of each anchor of excellence                                                                                                                                                                                                                                                                                                                                                                                             |
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### Tenet 3: Curriculum Development and Support

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| <b>Tenet 3 - Curriculum Development and Support</b> | <b>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.</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>           | 11/17/2015                                                                                                                                                                                                                                                                                                                           |
| <b>B2. DTSDE Review Type:</b>                       | District Lead                                                                                                                                                                                                                                                                                                                        |

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| <b>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.</b> | The school has a need to increase teacher innovation, student engagement, relevance, ownership, addressing the standards more effectively in all core academic areas |
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| <b>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.</b> | 100% of teachers will provide instruction to students through a Humanities and STEAM approach integrating standards from different core academic areas. Instruction will include at least three Humanities integrated projects by June of 2018. |
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| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b> | 1). The criteria of high quality lesson plans. 2). Written lesson plans that meet the established criteria produced by teaching staff. |
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| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> 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. |
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| Sep-17                                                                         | Sep-17                                                                  | School based planning team will share the criteria and example lesson plan templates with the teaching staff                                                                                                                                                                                                                                                                                                                                                |
| Sep-17                                                                         | Oct-17                                                                  | All teaching staff will have a completed long range plan for integrated/project-based instruction by the end of October 2017.                                                                                                                                                                                                                                                                                                                               |
| 1-Sep                                                                          | Jun-18                                                                  | School leadership will progress monitor the implementation of lesson planning by requesting sample lesson plans from teaching staff.                                                                                                                                                                                                                                                                                                                        |
| Jul-17                                                                         | Jun-18                                                                  | Teaching staff will showcase the products of the project based learning on a quartely basis                                                                                                                                                                                                                                                                                                                                                                 |
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### Tenet 4: Teacher Practices and Decisions

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| <b>Tenet 4 - Teacher Practices and Decisions</b> | <b>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</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>        | 11/17/2015                                                                                                                                                                                                                                      |
| <b>B2. DTSDE Review Type:</b>                    | District Lead                                                                                                                                                                                                                                   |

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| <b>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.</b> | The school teaching staff are working to implement consistent high quality powerful learning experiences in all content areas to every student. (Powerful learning is defined as: project-based learning experiences applying classroom gathered knowledge to real world problems. relevant to student needs, it is authentic, interactive, learner centered, inclusive, and continuous.) It has been noted in the most recent DTSDE school review that the following elements need to applied by all teaching staff. 1). An increase of higher order questions. 2). An increase in student engagement by the implementation of research based engagement protocols during teaching. 3). delievery of differentiated instruction in core content areas. 3). implementation of checks for understanding |
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| <b>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.</b> | On a monthly basis, 100% Francis Parker teaching staff will provide evidence of higher order questioning and use of research-based engagement protocols. Staff will engage in ongoing learning experiences which will allow them oppourtines to provide rigorous and engaging instruction. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>                                                       | 1). Lesson Plans 2). Admin & Teacher observations                                                                                                                                                                                                                                          |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> 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. |
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| Sep-17                                                                         | Ongoing                                                                 | Francis Parker instructional leadership will provide all teaching staff with professional learning to support understanding of higher order questioning and engagement protocols.                                                                                                                                                                                                                                                                           |
| Oct-17                                                                         | Ongoing                                                                 | Francis Parker leadership will engage in frequent informal and formal walkthroughs that focus on the following elements: Success, Curiosity, Originality, Relationships, and Energy (SCORE).                                                                                                                                                                                                                                                                |
| Oct-17                                                                         | Ongoing                                                                 | Francis Parker teaching staff will engage in learning walks that focus on the following elements: Success, Curiosity, Originality, Relationships, and Energy (SCORE).                                                                                                                                                                                                                                                                                       |
| 43009                                                                          | Ongoing                                                                 | Francis Parker leadership will engage in frequent informal and formal walkthroughs that focus on Higher Order Questioning.                                                                                                                                                                                                                                                                                                                                  |
| 43009                                                                          | Ongoing                                                                 | Francis Parker teaching staff will engage in learning walks that focus on Higher Order Questioning.                                                                                                                                                                                                                                                                                                                                                         |
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## Tenet 5: Student Social and Emotional Developmental Health

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| <b>Tenet 5 - Student Social and Emotional Developmental Health</b> | <b>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.</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>                          | 11/17/2015                                                                                                                                                                                                                                                                                                        |
| <b>B2. DTSDE Review Type:</b>                                      | District Lead                                                                                                                                                                                                                                                                                                     |

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| <b>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.</b> | In the past the the school has implemented Second Step with resources provided by AmeriCorp these resources are no longer avaiable to the school. The school is in need of a cohesive structure and system to provide proactive learning to students on displaying socially excellent behaviors. |
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| <b>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.</b> | In order to enhance the social-emotional supports being provided to the students at Francis Parker School 23, beginning September 2017, 100% of staff will have understanding of The Essential 23, learning oppourtunities for staff will occur throughout the school year. As a result of staff understanding students will learn these 23 rules and be held accountable for their use. Office disciplinary referrals will decrease by 5% from Sept to December 2017 and another 5% from January to June 2018. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>                                                       | 1). The Essential 23 2). Office Disiplinary Referrals 3). PD sign-in sheets                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> 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. |
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| Jul-17                                                                         | Aug-17                                                                  | Francis Parker Staff will provide input into the development of The Essential 23.                                                                                                                                                                                                                                                                                                                                                                           |
| Sep-17                                                                         | Ongoing                                                                 | All Francis Parker staff will model the use of The Essential 23 and hold students accountable to the following of these rules.                                                                                                                                                                                                                                                                                                                              |
| Sep-17                                                                         | Jun-18                                                                  | Francis Parker Staff will engage in learning around The Essential 23.                                                                                                                                                                                                                                                                                                                                                                                       |
| Oct-17                                                                         | Jun-18                                                                  | The School Based Planning Team will analyze Office Disiplinary Referrals in order to inform implementation of behavior practices.                                                                                                                                                                                                                                                                                                                           |
| 17-Sep                                                                         | 18-Jun                                                                  | Teaching staff will continue to use Restorative Practices in order to build Authentic Relationships.                                                                                                                                                                                                                                                                                                                                                        |
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## Tenet 6: Family and Community Engagement

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| <b>Tenet 6 - Family and Community Engagement</b> | <b>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.</b> |
| <b>B1. Most Recent DTSDE Review Date:</b>        | 11/17/2015                                                                                                                                                                                                                   |
| <b>B2. DTSDE Review Type:</b>                    | District Lead                                                                                                                                                                                                                |

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| <b>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.</b> | Francis Parker School 23 staff identifies a need to increase student and family engagement during and after school. Creating authentic relationships that are based on all staff being culturally responsive is a priority in the school. |
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| <b>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.</b> | In order to increase parent and student engagement during the school day and at school-wide events, school staff will focus their learning around how to enhance teacher, student, and parent relationships. In an effort to build more authentic relationships, 100% of staff will engage in culturally responsive professional learning throughout the school year. The school staff will work to explicitly increase parental engagement with families of color. |
| <b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>                                                       | 1)Parent sign-in sheets. 3) Calendar of school events. 3) Teachers will log contact with parents. 4) Professional Development Sign-in                                                                                                                                                                                                                                                                                                                               |

| <b>E1. Start Date:</b><br>Identify the projected start date for each activity. | <b>E2. End Date:</b> Identify the projected end date for each activity. | <b>E3. Action Plan:</b> 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. |
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| Sep-16                                                                         | Jun-17                                                                  | Teachers will engage in professional learning focused on culturally responsive instruction and race.                                                                                                                                                                                                                                                                                                                                                        |
| Sep-16                                                                         | Jun-17                                                                  | Teachers will discuss student outcomes in relation to culturally responsive practices.                                                                                                                                                                                                                                                                                                                                                                      |
| Sep-16                                                                         | Jun-17                                                                  | The Parent Liaison will focus on reaching out to families of color.                                                                                                                                                                                                                                                                                                                                                                                         |
| 16-Sep                                                                         | 17-Jun                                                                  | Teachers will maintain accurate parent communication logs.                                                                                                                                                                                                                                                                                                                                                                                                  |
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