

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	James P.B. Duffy School No. 12

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name:	Vicki Gouveia	Title:	Principal
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Website for Published Plan:	www.rcsdk12.org/12		

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		Barbara Dean-Williams, Superintendent	7-30-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White, President, B.O.E.	7-26-18


WORKING DOCUMENT
18-19

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.

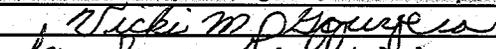
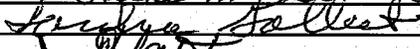
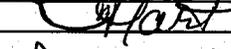
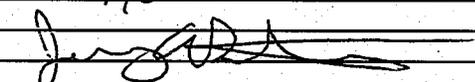
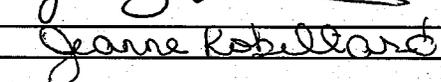
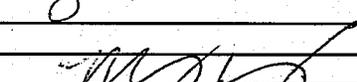
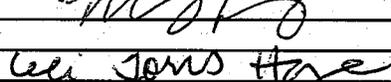
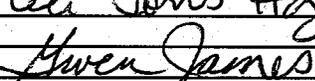
- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

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)
August 23, 2018	School # 12		School # 12
	School # 12		School # 12
	School # 12		School # 12
	School # 12		School # 12
	School # 12		School # 12

Name	Title / Organization	Signature
Vicki Gouveia	Principal	
Sandra Galbato	Assistant Principal/ASAR	
Faith Hart	Assistant Principal/ASAR	
Joyce Dunn	Assistant Principal/ASAR	
Jeremy Peters	Teacher/RTA	
Lisa Eckardt-Nevol	Teacher/RTA	
Jeanne Robillard	Teacher/RTA	
Ann Bounds	Teacher/RTA	
Connie Constaneda	Teacher/RTA	
Meagan Hennessey	Teacher/RTA	
Patrita Cipolla	Teacher/RTA	
Celi Torres-Hayes	Teacher/RTA	
Sue Allen	Parent Liaison/RAP	
Gwendolyn James	Secretary/Bente	
Kearstin Brown	Parent	
Janine Rella	Parent	
Jamie Washington	Parent	

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).

This year we focused on developing teachers' skill set in implementing a project based learning unit of study, using restorative practices and giving descriptive feedback. We also focused on improving and increasing parent engagement, in addition staff attending family functions.

- 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.

Due to a tragic event mid-year, there was not adequate opportunity to make adjustments to the previous year's plan.

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

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

We focused on using restorative practices, descriptive feedback, improving the mindset of all staff in order to improve student success. We are continuing to encourage parent engagement through evening events at various locations and staff attending more family functions.

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

Use of mindset literature, providing professional learning sessions, materials for reflection zones, and administrative walk throughs. Implementation of protocols to engage parents more fully in the home-school connections. Upon creation of the visions for healthy social emotional development- implement the action plan and make the vision a reality.

- 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.

The above goals align with the mission and vision of the school and the SCEP.

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

75% of all subgroups will show growth on the ELA and Math formative assessments (CORE knowledge Skills assessments, mid and end of unit EL assessments, NYSESLAT, NWEA, AIMweb for progress monitoring and the Grades 3-8 Math CFAs)

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

The master schedule will be aligned to the school goals and programming needs. It will also allow for ongoing teacher collaboration.

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

Scheduling and lack of subs in the system may impact teacher planning time and the ability to collaborate or implement the school initiatives.

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

The RTA contract includes four, 1/2 day teacher release time that will be aligned with the SCEP goals. Daily master schedule now includes a 20 minute recess, Three on depth sessions have also been planned to align teach pacing to the power standards and assist in standards based (rather than module based) lesson development. Special subject and support staff can also be mandated to attend a weekly meeting with administration for planning purposes (and one additional voluntary session as per the RTA contract.

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

The Parent and Community engagement subcommittee of SBPT has designed recommendations for sample protocols to enhance communication and share pertinent information in a constructive and positive format.

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

This will be made available to all on the website and highlights discussed at PTA and other parent meetings. Elements of the plan are incorporated in to the TITLE I and SAS plans for the 2018-19 school year.

- 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.

Contact pre-school programs and provide an orientation to recruit and help students and their families transition to the elementary school setting. School 12 staff are present in local community pre-schools and answer questions. Receive early intervention service needs in a timely fashion and seek preschool information to best support children upon their arrival.

Tenet 2: School Leader Practices and Decisions (RELATIONAL CAPACITY)

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being
B1. Most Recent DTSDE Review Date:	Mar-17
B2. DTSDE Review Type:	District Led Review

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.	As recommended in the Spring 2017 DTSDE Review, School Leader needs to support administrative team and Instructional Cabinet to develop a protocol and schedule to institute walkthroughs that result in actionable feedback focused on high quality instruction. Teachers should be involved in inter-visitation of classrooms within the school. In Spring 2017 the SBPT selected a school improvement strategy: Intervisitation, and tailored the tool to be relevant for School #12. This tool needs to be actioned upon in 18-19.
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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.	By the end of April, 2019, the administrative team will have completed a walkthrough for 100% of the teaching staff four times throughout the year as evidenced by a walkthrough schedule and walkthrough document with actionable feedback provided to teachers utilizing Google forms.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	The building leader and administrative team will develop a walkthrough schedule and protocol. Quarterly walk-through data checks will demonstrate that feedback is provided to 100% of teachers aligned to school improvement goals.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Sep-18	The administrative team will create a walkthrough schedule, utilize a protocol, and electronic walk through form with actionable feedback. Administrators will ask for feedback on the electronic walkthrough form to identify any components needed to be added.
Sep-18	Sep-18	Cycle 1 will be completed by administrative team and entered into the walk through google doc. Data will be shared at School Review with review team as evidenced toward progress made on the SCEP.
Nov-18	Nov-18	Cycle 2 will be completed by administrative team and entered into the walk through google doc.
Feb-19	Feb-19	Cycle 3 will be completed by administrative team and entered into the walk through google doc.
Apr-19	Apr-19	Cycle 4 will be completed by administrative team and entered into the walk through google doc.
May-19	May-19	Cycles 1 - 4 results of walk through data will be shared with SBPT and Instructional Cabinet to review progress toward meeting respective Tenet 3, 4 and 5 goals. Evaluation of targets met will result in action plans to support summer retreat and ongoing professional learning for staff.

Tenet 3: Curriculum Development and Support (INNOVATION)

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	March, 2017
B2. DTSDE Review Type:	District Led Review

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.	March 2017 school review recommendation was to increase student engagement through project based learning. Data was reviewed by faculty on Superintendent's Conference Day in May 2-17 at which time the faculty prioritized a desire to engage in school wide approaches to project based learning. Instructional coach provided a preliminary professional learning session which motivated teachers to dig deeper into this learning and it was the highest attended professional learning session. Due to DTSDE Review being cancelled for this past year (17-18) we are continuing with the current goal for this tenet.
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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.	By the end of May 2019, 85% of classroom teachers will create two project based units of study as measured by projects being completed by 100% of the students within the classroom. Teachers will implement a rigorous project for a unit of study that includes interdisciplinary approaches to the Social Studies, Science, and Common Core Literacy Standards for informational literacy. Standards aligned rubrics will be utilized to assess student attainment of the standards. Sub-groups (African American, Hispanic, SWD, ELL) will be engaged through culturally relevant empowering curricular themes that reflect the students heritage and provide an empowered curricular stance where students view themselves as agents of change, with a specific goal of closing the achievement gap in performance for these respective subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Passing rates for NYS ELA and Math will increase by 10% respectively in Spring 2018. Teachers will retain the evidence of learning (ex. rubrics, student reflection and goals) in a binder. Data and student progress will be reviewed each semester with team and supervising administrator with a specific focus on the AA, Hispanic, SWD, and ELL subgroups, noting achievement gap closing data trends. Students' areas of growth and need will be analyzed so that instructional support and interventions can be provided to support student attainment of the standards (English as a New Language Teachers, Intervention Teachers, and Specialized Services Educators will support the attainment of this indicator).

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.
10/5/2018	10/5/2018	Superintendents' Conference Day presentation for 100% of faculty focused on project based learning with an emphasis on Backwards Design to develop curriculum maps to design learning sequences that lead to PBL products. Teachers will receive a reference guide of multiple examples/ideas for projects/products. Grade levels will plan to review content and Common Core literacy standards to decide on project/product and topic of study and align to CCELA Standards. (Admin Team)
October	October	During grade levels unit of study plan will be shared and agreed upon for the Winter Showcase. Administrators will offer teams feedback and support in unit design and alignment to CCELA standards and identify culturally relevant, empowering themes. (Grade level leaders/Admin Team)
1/9/2019	1/9/2019	Winter Showcase of Learning publicly displays projects that align to learning standards attained and students' reflections on learning standards and student personal growth goals. (Faculty) Progress Reports for ELA and Math (NWEA) will be communicated to families in their preferred language, and strategies to support parent engagement to help students meet standards will be shared.
1/11/19	1/11/19	Review student engagement through Projects informational document and reference guide. Instructional Cabinet will also review findings from Winter Learning Cycle. Reflect on Winter showcase and make adjustments if needed for Spring Showcase. Update reference guide of multiple examples/ideas for projects/products with new ideas from Winter Showcase. (Grade level leaders/Admin Team) Second PBL Cycle in Science or Social Studies themed topic. Students' areas of growth and need will be analyzed so that instructional support and interventions can be provided to support student attainment of the standards (English as a New Language Teachers, Academic Intervention Specialist, and Specialized Services Educators will support)
February	February	During grade levels unit of study plan will be shared and agreed upon for the Spring Showcase. Administrators will offer teams feedback and support in unit design and alignment to CCELA standards and identify culturally relevant, empowering themes. (Grade level leaders/Admin Team)

6/6/2019	6/6/2019	Sprint Showcase of Learning publicly displays projects that align to learning standards attained and students' reflections on learning standards and student personal growth goals. (Faculty) Progress Reports for ELA and Math (NWEA) will be communicated to families in their preferred language, and strategies to support parent engagement to help students meet standards will be shared.

Tenet 4: Teacher Practices and Decisions (INNOVATION, ACCOUNTABILITY)

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. Most Recent DTSDE Review Date:	March, 2017
B2. DTSDE Review Type:	District Led Review

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.	In Spring 2017, 10% of students earned a level 3 or 4 in ELA, 23% of students were at a Level 2 and 68% of students were at Level 1. Results reflect racial achievement gaps. 41% of white students assessed attained a level 3 or 4, 8% of Hispanic or Latino and 0% of Students with Disabilities, 5% of black students, and 0% of English Language Learners assessed attained a Level 3 or 4. In Spring 2017, 13% of students attained a level of 3 or 4 in mathematics, 54% of white students assessed attained a level 3 or 4, 10% of Hispanic or Latino and 0% of Students with Disabilities, 8% of black students, and 3% of English Language Learners.
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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.	85% of teachers will provide students with specific, timely, goal oriented feedback to promote a growth mindset. Measure 1: 80% of students will demonstrate growth in the targeted mathematics standard as measured by pre- and post-assessment of a topic/skill targeted during a minimum of one unit per quarter. Measure 2: 80% of students' final writing products will reflect attainment of the grade level standard (with support). This will be measured by pre- and post-measures for the three writing genres (informative, opinion and narrative). Choose one writing genre for the fall, winter and spring.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student progress toward meeting the writing and mathematics goals will be monitored and collected in a data notebook. Student work will be evidenced by teachers compiling all drafts leading up to the final copy for their students within one binder. Team meeting minutes will reflect conversations tracking the skills and common formative assessments based on the data to improve student achievement.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Sep-18	Identify Book Club participants to prime the learning for the research behind Growth Mindset- Carol Dweck and Feedback.
Sep-18	Sep-18	At Superintendents' Conference Day, instructional coach will present to staff on the topic of descriptive feedback and growth mindset. This will provide teachers with the rationale and foundational research with this strategy and goal.
10/5/18	10/5/18	At Superintendents' Conference Day teachers will review district wide writing rubrics aligned to the Common Core Standards for specific genre writing. Teachers will identify topics of writing pieces to be connected to the three genres and two of those genres will be used as the PBL project final writing piece.
Nov-18	Nov-18	Instructional Cabinet will review progress with fall writing genre with team leaders and check writing status.
Nov-18	Nov-18	Based on NWEA and 3-8 Math data, teams will identify the targeted math skills for their grade level to be addressed in the math data cycles.
Jan-19	Jan-19	Math cycle #1 and Writing Cycle #1 will be completed by end of January. Pre and post data is collected.
Feb-19	Feb-19	Writing Cycle #2 will be completed for the winter writing piece.
Mar-19	Mar-19	Math cycle #2 will be completed by end of April. Pre and post data is collected.
Jun-19	Jun-19	Math cycle #3 and Writing cycle #3 will be completed by June. Pre and post data is collected.

Tenet 5: Student Social and Emotional Developmental Health (RELATIONAL CAPACITY/COHERENCE)

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	March, 2017
B2. DTSDE Review Type:	District Led Review

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.	In 2016 it was recommended that School 12 focus on a social and emotional learning curriculum for students. Zones of Regulation and Second Step were implemented in 2016-17. A teacher survey (25 respondents) indicated that only half of teachers were implementing the agreed upon curriculum 2 x per week for 20 minutes. The school review in Spring 17 recommended that the school partner with local community agencies to address the mental health and social and emotional learning needs of students. Behavioral data was also examined to inform this tenet. 209 students were referred to the ATS room at least one time in the 2016-2017 school year. 39 students were referred to the ATS room multiple times in the 2016-2017 . This does not include buddy classrooms that were utilized for student removals. 31% of referrals were grade 7 students, while 26% were 4th grade students. 52% of student incidences occurred within the classroom, 22% were within the hallway, 8% in the cafeteria, 10 % on the playground. The high frequency behaviors were defiance and disrespect (38.5%), physical contact (38.5%) and classroom disruption (23.7%).
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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.	By the end of September 2018, 100% of the teachers will create a Reflection Zone in their classrooms as measured by administrative walkthrough with checklist. By the beginning of October 2018, 85 % of the teachers will implement the use of the reflection zone as measured by the number of students on a daily sign in sheet and as evidenced by the decrease in the number of students exiting or referred out of the classroom with a 40% reduction in the number of times a student exits from classrooms due to a behavioral referral.* Students will be identified and will go to the Social Emotional intervention Team. *Utilizing the classroom Reflection Zone and school wide Help Zone is not considered a removal for the purpose of measuring this goal because this is a proactive preventative measure.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Documents to review: Office referrals, ISS visits, Reflection Zone sign in, social worker referrals, and minutes of SWPBS team, RTI Social and Emotional Learning Team walk through data for Classroom Climate (Danielson Domain 2) at least 85% of walk throughs will find classroom climate in "effective" rating according to the Danielson Rubric.

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.
September, 2018	Sep-18	Presentation and pulse check on materials needed for reflection zones.
September, 2018	Jun-19	All 7th and 8th graders will have Homeroom for 20 minutes. During this time there will be an opportunity for staff to become more connected with students and families.
Oct-18	Oct-18	Establish a social and emotional intervention team for situations with students in order to track needs of students and offer research based interventions for students. Parents are an included part of the team and intervention planning for students.
Jan-19	Jan-19	PBS Team will revisit data and monitor progress toward meeting goal of 40% reduction in out of class referrals.
Feb-18	Mar-18	Mentor teachers/peer mentors will be identified for students with high risk markers to reduce negative behaviors through positive connections and supports. Parent education workshops will be offered on Respect Institute/Zones of Regulation/Second Step through PTA and first Fridays.
Apr-18	May-18	Results of mentor teachers/peer mentors will be reviewed and analyzed to determine effectiveness based on reduction in behaviors that may have resulted in a classroom removal.

Jun-19	Jun-19	Data will be reviewed and collected by social and emotional intervention team to monitor progress, develop summer care plans, and target supports for 18-19 school year.
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Tenet 6: Family and Community Engagement- EQUITY!

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	March, 2017
B2. DTSDE Review Type:	District Led Review

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.	There was a Parent Engagement survey was administered in English and in Spanish in the of Spring 2017. There was a 20% significant response rate (over 200 surveys received). Areas identified in need of improvement included advance notification of events, timing of events, and transpiration to and from events. 76% of respondents stated dates and times of events were not convenient for their families to participate. The majority of School #12 students live in the 19th Ward. The Genesee River is a geographic barrier that separates the neighborhood from the school making it difficult for non-neighborhood students to attend after school programming or functions. The PTA Executive Board and the school administration have combined efforts to create a strategic plan for parent engagement in response to the recommendation from the March 2017 District Led Review which stated we should develop a school wide parent and community engagement plan.
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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.	In order to promote equity, access, and excellence for all by advocating for all children, membership in the PTA will increase to a minimum of 200 parents and 80 faculty members. At least 50% of the staff will attend PTA evening events at least twice within the 2018-2019 school year as evidenced by staff sign in sheets. At least 80% of the staff will choose one digital communication method such as, See Saw, Class Dojo, Parent Connect, RCSLink or similar method to provide families with real time updates and class news.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Number of teachers enrolled in PTA; # Teachers attending PTA Events; # of classrooms with at least 1 to 2 room parents; # classrooms using a mobile ap or digital communication tool, staff attendance at PTA sponsored and Title I Funded events

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-18	Sep-18	Promote the PTA website via social media to increase FB membership. Increase teacher participation in PTA by (fall drive- September 5th, to get 100% teacher participation via membership) Recruiting 2 room parents per classroom; with at least one Spanish speaking parent in each homeroom whose responsibility will be to extend the PTA outreach to families; support parent engagement
October, 2018	October, 2018	Adding 3 PTA questions for the above 3 goals to the request for funds sheet -Promoting the PARP (Parents as Reading Partners)- School Wide at School #12 -Ensure needs of all families are solicited and included in planning for events -See-Saw/Class Dojo and parent communication access- See Saw- Send robocalls home in multiple languages (have students)
Dec-18	Jan-18	Access to all extracurricular and curricular programs for all students -Removing barriers to participation- (linguistic/financial/transportation) through; clearly articulating how to access interpreter, each one reach-one-Buddy/phone tree via room parents -Look at National PTA standards for Equity (and incorporate this HERE)