

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

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

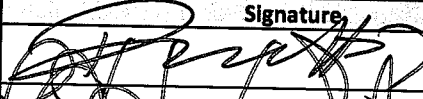

Contact Name	Jacquelyn Cox	Title	Principal
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Website for Published Plan	www.rcsdk12.org		

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

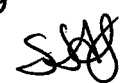
Implementation is required no later than the first day of regular student attendance.

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Barbara Deane-Williams	31-Jul-18
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White	31-Jul-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.

- 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) and §3012(d) .

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

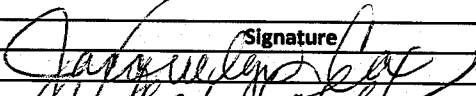

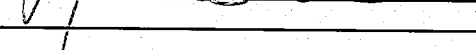

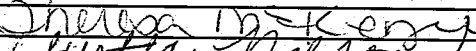
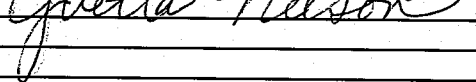
- 6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

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)	Location(s)	Meeting Date(s)	Location(s)
June 26, 2018	Andrew J Townsn School 39		
July 3, 2018	Via Google Doc.		

Name	Title / Organization	Signature
Jacquelyn Cox	Principal	
Akilah Collins	Assistant Principal	
Brandi Smith	Assistant Principal	
Nancy Lazarevski	Teacher - Grade 3	
Larry Hammond	Teacher - Grade 3	
Ivy Clark	Teacher - Grade 3	
Jennifer Reiningger	Teacher - Grade 5	
Theresa McKenzie	Special Education Teacher	
Yvetta Nelson	Parent Liaison - RAP rep	
Tiana Junious	Teacher - Grade 5	
Catherine Chilano	Teacher - PreK	

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:

Directions: Respond to the first six questions by entering an "X" into the most appropriate yellow cell in Column B

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").

- | | |
|-------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | 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").

- | | |
|--------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|--------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input type="checkbox"/> | 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").

- | | |
|-------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> | Tenet 1: District Leadership and Capacity |
| <input type="checkbox"/> | Tenet 2: School Leader Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input checked="" type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |

x 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).

There was a focus on closing the instructional gap of the students on or above grade level. "Intervention" time became Learning Acceleration Block and those students on or above grade level were pulled out for instructional acceleration. An increased number of students who met their projected growth on NWEA and who scored in Tier 3- low risk on AIMS-Web Spring Benchmark Assessments. Adult behavior changed as a result of Root Cause Analysis, Restorative Practices and Victorious Minds Academy professional learning. This change in adult behavior and practices impacted our total suspensions for this school year; 2017-2018 suspensions were 40% less than the 2016-2017 school year.

- 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.

Conduct a Learning Walk that will focus on Accountable Math Talks. Domain 1 Walkthroughs have been included with other administrative instructional walkthroughs. Utilize Dreambox- Primary classes need a math program to be utilized during Mathematics for skill reinforcement/intervention.

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

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

There is a continued focus on lesson planning / instruction that includes coherent instruction, clear learning targets, increased student engagement, and assessment during instruction & feedback. We will continue to focus on balanced literacy that includes daily writing, independent reading and guided reading. The workshop model will be utilized to deliver instruction in all subject areas. Acceleration in mathematics targeting vocabulary and accountable talks will be implemented with fidelity to increase students' performance in mathematics. We will continue implementation of Restorative Practices and Victorious Minds Academy promoting self love and self advocacy among our students.

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

Balanced Literacy Program, Vocabulary Development, Student Engagement, Assessment for Instruction, Student Feedback, Mathematics Problem Solving, Parent Engagement, Culturally responsive instruction- student ownership, voice & choice.

- 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.

Mission: Every day provide students opportunities to develop self-love and to actively learn through creating and solving problems. The workshop model that incorporates feedback to students, student choice and voice will promote active learning and problem solving. Improving mathematics problem solving will give students the opportunity to create their own solutions. Victorious Minds Academy gives students a platform for developing self-esteem as well as applying their knowledge to their experiences.

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

100% of teachers will utilize the workshop model framework to ensure that all Math & ELA New Generation NYS learning standards are taught by the end of the school year so that there is an increase in the number of k-6 students meeting or exceeding their NWEA individual RIT goal and an increase of the number of k-3 students meeting grade level benchmarks on Skills Assessments. 75% of k-3 students in a classroom will score on or above grade level on end of unit Skills assessment and 60% of 3-6 students in a classroom will score on or above grade level on district common assessments in ELA & Mathematics throughout the school year, student performance will be tracked by each classroom teacher. Students participating in 2018-2019 Townson Tiger Celebrations will increase by 10% in comparison to school year 2017-2018, as a result of students' self-management and the implementation and teaching of positive and proactive strategies through restorative practices, and the schoolwide PBIS program.

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

Grade Level Meetings - teachers will meet weekly align curriculum to standards and plan for instruction. Grade level teacher will also attend an additional meeting every 5 weeks with the data team to analyze student progress and make adjustments to instruction.

DTDSE Committees- will ensure Tenet activities are implemented with fidelity and monitor progress toward achievement of the SCEP goals. Vertical Teams will analyze data and develop and/or identify strategies to address gaps in the area of writing and mathematics instruction. School wide admin walkthroughs and Good To Great Meetings will monitor instruction and provide timely feedback to teachers. Administrators will monitor and manage student data in the area of writing and common assessments. Professional learning opportunities will be provided throughout the year and on a weekly basis to improve teaching practices.

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

Teacher participation- create a system that is interdependent, Monetary Resources- prioritize, Parental/Family support - create small family units throughout the school

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

Restorative Practices- learn practices that will support students socially & emotionally, Writing Instruction - how to utilize the Step Up To Writing resource to explicitly teach daily writing lessons, Workshop Model- learn framework of the model and be able to implement in any subject area. Understand key component of framework is providing feedback to students.

Vocabualry Development- Learn a variety of research based vocabulary development strategies to utilize with students to increase their vocabulary. Balanced Literacy Program- provide knowledge of how to implement balanced literacy in the classroom (Guided Reading, Explicit instruction, Independent Reading, Writing). Culturally responsive strategies- Read Teaching For Black Lives

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

Chew & Chat monththly Staff Meetings, Weekly Bulletin, Grade Level Meetings, Superintendent Conference Days, Emails, Celebrate monthly "National Days", Staff Peace Circles, Sports Days, Good To Great Meetings, Staff Gatherings outside of school, Townson Pride Fridays

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

Staff Meetings, Weekly Bulletin, Grade Level Meetings, Superintendent Conference Days, Emails, Celebrate monthly "National Days", Fill Your Bucket Committee activities, Staff Peace Circles, Sports Days, Good To Great Meetings, Staff Gatherings outside of school, Townson Pride Fridays, Spirit Weeks

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and	
B1. Most Recent DTSDE Review Date:		
B2. DTSDE Review Type:		
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Administrative team should conduct regular classroom walkthroughs providing immediate, actionable feedback to teachers. Administrators should consistently monitor daily lesson planning to ensure and support the delivery of engaging instruction, formative assessment, and effective feedback for students to meet CCLS. Provide opportunities to build community between teachers and administrators.	
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Actionable feedback to teachers based upon administrative walkthroughs, monthly review of daily lesson plans and bi-monthly teacher Learning walks will yield an increase in engaging instruction, checks for understanding during assessment and effective feedback to students as measured by 80% of teachers receiving effective or highly effective in Danielson 1e, 3a, 3c, 3d ratings on their Year End Evaluation. (Baseline set in fall from 1st walkthrough)	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Evidence of effective elements of 1e,3a,3c, 3d within daily lesson plans Walkthrough feedback indicate evidence of effective elements of 1e,3a,3c, 3d Summary feedback from Learning Walks	
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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
		Administrators will conduct a monthly review of daily lesson plans for learning the acceleration block, writing instruction, and mathematics providing teachers with actionable feedback to ensure the intentional and consistent daily lesson planning for 1e,3a,3c, 3d of the Danielson Rubric. Lesson plans should also show evidence of assessment results used to plan future lessons.
		Administrators will actively supervise using quarterly- targeted walkthroughs and Formal/Informal Observations providing timely and actionable feedback to teachers.

		Administrators will conduct Pre & Post Observation Conferences and two Good To Great Meetings to discuss a summary of walkthrough feedback regarding the focus areas of: assessment in instruction, active engagement, and effective feedback.
		School Principal will utilize 'Heart' a professional reading to create a community of reflective educators who are inspired and well.
		Teachers will engage in Learning Walks to provide school wide feedback and to participate in professional growth.

Tenet 3: Curriculum Development and Support

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

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	The teacher leader ensures and supports quality implementation of a systematic plan of rigorous and coherent curriculum appropriately aligned to the Next Generation NYS Learning Standards.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	100% of teachers will utilize the workshop model framework to ensure that all Math & ELA New Generation NYS learning standards are taught by the end of the school year so that there is an increase in the number of k-6 students meeting or exceeding their NWEA individual RIT goal and an increase of the number of k-3 students meeting grade level benchmarks on Skills Assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Grade Level k-3 End of Unit Skills Assessments / Grades 3-6 common assessments Students meeting growth goal on NWEA

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
		Using the Backward Design model, grade level teams will align curriculum with assessment providing on-going development of pacing charts throughout the school year to ensure New Generation NYS standards are met.
		Grade level teams will examine student data monthly, at grade level meetings to determine if the NYS standards are being met by the students and plan for active and differentiated instruction.
		Zearn digital lessons will be utilized by all k-2 teachers to provide students with individualized mathematics independent practice to support mastery of NYS Learning Standards.
		Grade level teams will analyze common grade level assessments at the end of each module throughout the school year to determine if the standards are being met by the students, planning for effective feedback, re-teaching and differentiated instruction.
		The Teacher Toolkit will be used by all grade k-5 teachers for core mathematics instruction to teach NY mathematics power standards.
		Classroom teachers and Intervention/Prevention teachers will collaboratively analyze student data every 5 weeks to assess student progress and adjust LAB (learning acceleration block) groupings.
		Vertical Teams in Mathematics and Writing will identify deficits and explore strategies to address needs each marking period during the school year.

		All classroom teachers will develop writing lesson plans utilizing the lessons in the Step Up to Writing resource materials to explicitly teach writing instruction.
		All classroom teachers will schedule dedicated time to focus on Science and Social Studies. Teachers will follow weekly school wide designated days for instruction.

Tenet 4: Teacher Practices and Decisions

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

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	To examine New Generation NYS standards and teaching practices that will result in instruction that is more explicitly linked to standards and tailored to the next step that each students needs. Implement key strategies that will ensure differentiated instruction, active student engagement, and assessment in instruction.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	75% of k-3 students in a classroom will score on or above grade level on end of unit Skills assessment and 60% of 3-6 students in a classroom will score on or above grade level on district common assessments in ELA & Mathematics throughout the school year, student performance will be tracked by each classroom teacher.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Grade Level K-3 Skill Unit Assessments common assessments Grade level 3-6 ELA & Mathematics common assessments

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
		Teachers will implement the created grade level curriculum map/pacing chart with fidelity throughout the year to maximize student achievement.
		Implement a targeted LAB (learning acceleration block) to close literacy gaps and to improve problem solving in mathematics.
		Teachers will use the Differentiated Instruction lesson plan for guided reading to ensure differentiated instructional strategies and practices to address student goals and needs.
		All classroom teachers will dedicate, the first 30 mintes of mathematics instruction to mathematics acceleration, teaching mathematics vocabualry and solving word problems.
		Teachers will deliberately plan for assessment in instruction during each lesson in all subject areas to ensure clarity of all students' understanding and mastery of learning.
		Engaged students in accountable talks/numeracy talks to improve their problem solving skills.
		All grade k-6 teachers will maintain writing portfolios for ech of their students that will show evidence of students writing in all genres at the grade level.

		Classroom teachers will explicitly teach writing instruction every day for 30 minutes. Writing instruction will include how to answer oral & written questions in complete sentences.
		All teachers will utilize researched based vocabulary development strategies in all subject areas to increase students' knowledge of new words and specialized content words.
		Provide all students with at least 20 minutes of independent reading time each day.
		The Problem Solving Checklist developed by the Vertical Mathematics team will be used in every classroom to help students strategically solve word problems.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	
B1. Most Recent DTSDE Review Date:		
B2. DTSDE Review Type:		
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Support and teach students positive and proactive strategies to deal with anger, frustrations, disappointment, conflicts and transitions. Support, model and teach students social skills. Improve relationships between students and staff, build trust and respect between students and teachers through Restorative Practices.	
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Students participating in 2018-2019 Townson Tiger Celebrations will increase by 10% in comparison to school year 2017-2018, as a result of students' self-management and the implementation and teaching of positive and proactive strategies through restorative practices, and the schoolwide PBIS program."	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Decrease in student Disciplinary Referrals & suspension rate	
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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
		The Response To Intervention Committee will be utilized when students do not respond to the their Tier I reading, mathematics or behavioral interventions within 4-6 weeks.
		Restorative Practices champions will provide professional development for staff in the areas of conducting peace circles, community building activities, and restorative procedures and practices.
		On a monthly basis teachers will track students who are Townson Tigers in order to increase student motivation and participation throughout the school year. (Cunningham K-2) (Nelson 3-6)
		Staff will serve as mentors for students in need of social emotional supports- Connections Staff Mentoring
		Create a Student Support center/Help Zone to provide proactive programming to address students' social/emotional needs.
		The Behavior Response Team led by O. Arroyo will meet monthly to analyze disciplinary referrals in order to provide targeted social/emotional support for students.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.	
B1. Most Recent DTSDE Review Date:		
B2. DTSDE Review Type:		
C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	Increase the number of parents who advocate and engage in their child's education and social emotional well being.	
D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	20% of our students' families will attend each event and other informative parent workshops to increase their knowledge of student academic and social/emotional expectations.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at events & Parent Feedback Forms	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
		Implement Classroom Parents (Power of Two) to facilitate school family units to support students experiencing behavioral challenges in school and to serve as parent voice for the school.
		Increase the number of staff members attending after school events to build community and relationships with students and their families.
		Establish consistent structure for PTO Meetings: social, instructionally informative, decision making
		Create a welcoming school by establishing a Parent Room.
		Student Led Conferences will be conducted for every student in the school by the end of March 2019.
		Establish a parent support group for our most behaviorally challenged students and with the parents of students in the Success Program (8:1:2) to help meet the social & emotional needs of students and parents.
		Each classroom teacher will conduct two classroom parent events that focus on instruction.
		Grade level teachers will create and send home a monthly instruction newsletter for parents that includes a Classroom Family Corner that focuses on classroom safety/student behavior.
		Develop a School 39 parent policy that addresses chronic behaviors of students, requiring parents support.