

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	SCHOOL OF THE ARTS

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)



Contact Name	Brenda Pacheco	Title	Principal
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Website for Published Plan	http://www.rcsdk12.org/pages/33769		

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		Dr. Bolgen Vargas, Ed. D.	July 30, 2015
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White, President, BOE	7/30/15

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f,* it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Location(s)	Meeting Date(s)	Location(s)
May 7, 2015	SOTA HART ST.		
May 19, 2015	SOTA		
May 26, 2015	SOTA		
May 27, 2015	SOTA		

Name	Title / Organization	Signature
Aspenleiter, J	Assistant Principal - SOTA	J Aspenleiter
Folts, E	Teacher - SOTA	Ellen Folts
Fusco, M	Teacher - SOTA	M Fusco
Gamzon, M	Teacher - SOTA	Marcy Gamzon
Jones, B	Teacher - SOTA	Brenda Jones
Kardin, L	Counselor - SOTA	L Kardin
Mueller, M	Teacher - SOTA	M Mueller
Pacheco, B	Principal - SOTA	B Pacheco
Parker, D	Teacher - SOTA	Dorothy Parker
Punzi, A	Parent - SOTA	A Punzi
Rudy, S	Teacher - SOTA	S Rudy
Wilson, E	Teacher - SOTA	E Wilson
Washpress, D	Parent - SOTA	D. Washpress

School Information Sheet

School Configuration (2014-15 data)			
Grade Configuration	7-12	Total Enrollment	1163
		SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	0	# Dual Language	0
		# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2014-15)			
# Special Classes	1	# SETSS	0
		# Integrated Collaborative Teaching	50
Types and Number of Special Classes (2014-15)			
# Visual Arts		# Music	
		# Drama	
# Foreign Language		# Dance	
		# CTE	0
School Composition (most recent data)			
% Title I Population	100%	% Attendance Rate	92.9%
% Free Lunch	53.5%	% Reduced Lunch	53.5%
% Limited English Proficient	2%	% Students with Disabilities	9.7%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0.5%	% Black or African American	50.3%
% Hispanic or Latino	23.1%	% Asian or Native Hawaiian/Pacific Islander	2.8%
% White	23.2%	% Multi-Racial	0.1%
Personnel (most recent data)			
Years Principal Assigned to School	11	# of Assistant Principals	4
# of Deans	0	# of Counselors/Social Workers	5/1
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	0%
% Teaching with Fewer Than 3 Years of Experience	1%	Average Teacher Absences	1.65%
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	23%	Mathematics Performance at levels 3 & 4	24%
Science Performance at levels 3 & 4 (4th Grade)	n/a	Science Performance at levels 3 & 4 (8th Grade)	48%
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4	88%	Mathematics Performance at levels 3 & 4	81%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	0%	% of 2nd year students who earned 10+ credits	32%
% of 3rd year students who earned 10+ credits	99%	4 Year Graduation Rate	92%
6 Year Graduation Rate	93%		
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	Yes	Focus School Identified by a Focus District	Yes
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	Yes	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	Yes	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	Yes	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		

School Information Sheet

School Information Sheet							
Grade Configuration		Total Student Enrollment		% Title I Population		% Attendance Rate	
% of Students Eligible for Free Lunch		% of Students Eligible for Reduced-Price		% of Limited English Proficient Students		% of Students with Disabilities	

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native		% Black or African American		% Hispanic or Latino		% Asian, Native Hawaiian / Other Pacific Islander		% White		% Multi-Racial	

School Personnel							
Years Principal Assigned to School		# of Assistant Principals		# of Deans		# of Counselors / Social Workers	
% of Teachers with NO Valid Teaching Certificate (Out of Compliance)		% of Teachers Teaching Out of Certification Area		% Teaching with Fewer than 3 Years of Experience		Average # of Teacher Absences	

Overall State Accountability Status							
Priority School		Focus School Identified by a Focus District		SIG 1003(a) Recipient		SIG 1003(g) Recipient	
Identification for ELA?		Identification for Math?		Identification for Science?		Identification for High School Graduation Rate?	
ELA Performance at Level 3 and Level 4		Math Performance at Level 3 and Level 4		Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)		% of 2nd Year Students Who Earned 10+ Credits (HS Only)		% of 3rd Year Students Who Earned 10+ Credits (HS Only)		Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)		Failing School (per Education Law 211-f)					

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

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).

- On-going professional developments per teacher and previous DTSDE recommendations
- On-site learning
- Cluster meetings helped to improve collegial dialogue
- Ample time to create a data based SCEP plan

- 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.

- Wednesday's Business Meeting was not a viable opportunity for collegial learning because it was not mandatory
- Lack of fundamental knowledge of how to write and implement an effective SCEP plan
- Did not create a system to track progress of goals

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

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

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

- 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.

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

93% overall attendance for the year.
Reducing the number of suspensions by 27%
School of the Arts will reach a 90% graduation at the end of the 2015-2016 school year. In addition, the Common Core 7th and 8th grade Math and ELA exam scores will increase to 30% of students reaching proficiency or higher. 80% of students will achieve 80% on Regents Math and 75% on Regents ELA.

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

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

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

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

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

- 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.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	
B1. HEDI Rating:		
B2. HEDI Rating Source:		
B3. HEDI Rating Date:		
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.	Move 10% of teachers from developing to effective by the end of the 2015-2016 school year. School leader and assistant principals need to set up a system for evaluating and observing teachers and gathering data.	
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.	With the use of the Danielson rubric, documentation of expectations and the use of observation calendar which would include allotting 10 minutes of weekly leadership meetings for each administrator to conduct a specific- focus walkthrough (i.e., looking for higher level thinking questions, looking for student participation, etc) of one teacher each, communicate findings to each other and provide feedback to teachers for instructional improvement by May 1st, then there will be an increase the number of teacher's receiving at least effective by 10% in the 2015-2016 school year.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Weekly leadership meetings and collegial circle to assess teacher strategies and data collected from observations Observations discussed amongst leaders, documented, and charted Feedback provided by the administrators to teachers on how to develop the instructional skill	
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.
Weekly- September 14, 2015	1-May-16	1. Administrators will identify the purpose, based on the Danielson rubric and/or the needs of our school, of the walk-through for that week. Afterward, each administrator will identify a teacher under their caseload who is teaching during that time and conduct a 10 minute walk-through where they observe and look for evidence of their topic.
Weekly- September 14, 2015	1-May-16	2. Then they will report back to their meeting spot and report out their findings, discuss, and identify instructional strategies that could benefit that teacher. Each administrator will then do a brief follow-up with that teacher for that week.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.	
B1. HEDI Rating:		
B2. HEDI Rating Source:		
B3. HEDI Rating Date:		
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.	Students need to know and be active participants in their own pathway to graduation.	
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.	With counselors meeting with 10-15 seniors a week before October 31st, all seniors will know their graduation needs by reviewing their high school transcripts and their “graduation clearance forms.” In addition, counselors will update the senior spreadsheet after each semester, which will help support the SOTA goal of a graduation rate of 90% or more by the end of the 2015-2016 school year.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • Mandatory meeting with counselor before October 1st • Seniors will be able to verbalize individual plans • Counselors will update the “on-track to graduation” database after each marking period 	
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.
2-Sep-15	October 31, 2015.	1. With counselors meeting with 10-15 seniors a week before October 31st, all seniors will know their graduation needs by reviewing their high school transcripts and their “graduation clearance forms.” In addition, counselors will update the senior spreadsheet after each semester.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent
B1. HEDI Rating:	
B2. HEDI Rating Source:	
B3. HEDI Rating Date:	

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.	Teachers identified a need for more time within their community to address instructional needs.
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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.	With 2 hour monthly department Professional Learning Communities from September to May that focus on 1) Coherent Curriculum Aligned to the Common Core, (2) Common Formative Assessment (Rubrics/Feedback to Students/Student Self- Assessment), (3) Interdisciplinary Learning (Art/Academics),(4) Data Driven Instruction, (5) Higher Order Questioning, (6) Vertical Team Alignment, (7) Differentiation, (8) Social/Emotional, (9) Best Practices and Reflection, and (10) Creation of Portfolio with Lesson Plans and Student Products, there will be a 2 point growth increase on post assessments by the end of the 2015-2016 school year
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<p>Monthly cluster meetings</p> <ul style="list-style-type: none"> • Sharing effective practices • Implementation of instructional strategies
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sept, 2015	May, 2015	<p>Teachers will facilitate and participate in 1.2 hour monthly department Professional Learning Communities from September to May that focus on 1) Coherent Curriculum Aligned to the Common Core, (2) Common Formative Assessment (Rubrics/Feedback to Students/Student Self- Assessment), (3) Interdisciplinary Learning (Art/Academics),(4) Data Driven Instruction, (5) Higher Order Questioning, (6) Vertical Team Alignment, (7) Differentiation, (8) Social/Emotional, (9) Best Practices and Reflection, and (10) Creation of Portfolio with Lesson Plans and Student Products</p> <p>The result will be a 2 point growth increase on post-assessments.</p>

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	
B1. HEDI Rating:		
B2. HEDI Rating Source:		
B3. HEDI Rating Date:		
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.	Students need to be aware of their own social/emotional needs and how to obtain support.	
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.	With the support of the general education teacher, the Center for Youth counselor will continue to push in to 7th grade advisement periods twice a month to teach "Project SUCCESS", a drug use prevention program, and to promote overall social-emotional wellness training to our students. 90% of our 7th grade class will be exposed to the curriculum and will be able to identify and utilize positive/healthy coping skills in times of crisis. The success of this program will be evident by the completion of a survey/feedback back form by the end of the 2015-2016 school year, as well as, contributing to the 20% decrease of overall suspensions. Center for Youth Counselor will follow up with individual students based on the feedback gleaned from this information.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ul style="list-style-type: none"> • Center for Youth counselors will enter every 7th grade advisement classroom • Provide a confidential self-evaluation survey • Center for Youth counselor will record data and monitor students discipline history 	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sept, 2015	May, 2016	Center for Youth Counselor and General Education Teacher (Advisement teacher). The general education teacher and the Center for Youth counselor will continue to push in to 7th grade advisement periods twice a month to teach "Project SUCCESS", a drug use prevention program, and to promote overall social-emotional wellness training to our students. 90% of our 7th grade class will be exposed to the curriculum and will be able to identify and utilize positive/healthy coping skills in times of crisis.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement		The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. HEDI Rating:		
B2. HEDI Rating Source:		
B3. HEDI Rating Date:		
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.		Parents need to be aware of the tools available to keep them informed regarding their student's educational process.
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.		With PTSA and SOTA teachers providing registration assistance for Parent/Student Connect via PTSA meetings, SOTA events such as New Student Orientation, curriculum night, and individually for families as needed, SOTA will increase active usage of Parent/Student Connect by 5% for both parents and students by the end of the 2015-2016 school year. This will increase the reciprocal communication between all stakeholders, which includes, students, parents, teachers, counselors, and administrators, which will be measured by SPA data.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		<ul style="list-style-type: none"> • At the beginning of the school year, parents will have several opportunities to register for Parent/Student Connect, including New Student Orientation, Parent Conferences, and Curriculum Night • SPA data used to assess parent and student usage of Parent/Student Connect.
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.
25-Aug	1-Dec-15	With PTSA and SOTA teachers providing registration assistance for Parent/Student Connect via PTSA meetings, SOTA events such as New Student Orientation, curriculum night, and individually for families as needed, SOTA will increase active usage of Parent/Student Connect by 5% for both parents and students by the end of the 2015-2016 school year. This will increase the reciprocal communication between all stakeholders, which includes, students, parents, teachers, counselors, and administrators, which will be measured by SPA data.