

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010052
School Name:	Frank Fowler Dow School #52

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

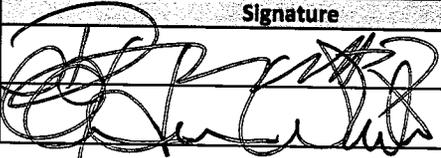
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Website for Published Plan	www.rcsdk12.org		

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)	Locations(s)	Meeting Date(s)	Location(s)
March 21, 2018	School 52 Library		
May 16, 2018	Met offsite - restaurant location		
June 22, 2018	School 52 Library		

Name	Title / Organization	Signature
Mary Aronson	Principal	<i>Mary Aronson</i>
Amy Lyle	Assistant Principal	<i>Amy Lyle</i>
Angelic Mendez	BENTE	<i>Angelic Mendez</i>
Michael Conover	Math Intervention teacher /RTA rep	<i>Michael Conover</i>
Alvin Simpson	Teacher's Assistant/ RAP	<i>Alvin Simpson</i>
Susan Reuter	Library Media Specialist /SBPT member	<i>Susan Reuter</i>
Sarah Peers	Parent/ SBPT Member	
Scott Stremich	Parent/PTO President/ SBPT member	
Janice Wideman	Parent Liaison	
Anna Millian-Holmes	Teacher/SBPT member	
J'Nita Dixon	Teacher/SBPT Member	<i>J'Nita Dixon</i>
Michelle Calogero	Teacher/SBPT member	<i>Michelle Ann Calogero</i>
<i>Sean Smith</i>	<i>Parent</i>	<i>Sean Smith</i>
<i>David Smith</i>	<i>Parent</i>	<i>David Smith</i>
<i>Traci Rivera</i>	<i>Parent</i>	<i>Traci Rivera</i>

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 type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input checked="" 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 checked="" 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 type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input checked="" 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 type="checkbox"/> | Tenet 3: Curriculum Development and Support |
| <input checked="" type="checkbox"/> | Tenet 4: Teacher Practices and Decisions |
| <input type="checkbox"/> | Tenet 5: Student Social and Emotional Developmental Health |

 Tenet 6: Family and Community Engagement

Directions: Provide a narrative in response to the questions. All questions must be answered.

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).

The most positive significant impact this year took place in Tenet 4. The introduction of intervention staff along with grade level meetings, focused discussion, professional development support from Zearn and Being a Writer resulting in individualized strategies to address improved student learning outcomes.

- 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.

Ongoing program monitoring allowed staff to review data from NWEA, AIMS web, common assessments and mid-module assessments during scheduled meetings to identify instructional gaps and to develop an individualized plan to support each student. Data was reviewed during grade-level meetings and actionable feedback was provided.

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

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

Teams were able to adopt protocols that support weekly grade level meetings to collaborate, develop, and implement plans using CCLS and curriculum materials that improve teaching practices utilizing differentiation, intervention, and acceleration.

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

This year's plan continues the focus on differentiation and adds supporting the curricular implementation of Being a Writer and Zearn.

- 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.

A great deal of work is still being done this year with the entire school community to fine tune our focus on the part of the school mission that encourages students to value themselves and others and to attain their highest level of achievement. This has been done by our "Be Smart. Be Brave. Be Kind." campaign that was rolled out in coordination with the SBPT and the PTO. Restorative initiative are also being fine tuned as an additional layer of support. The focus this year will be on restorative discipline.

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

Increase student performance in both ELA and Math for students in Grades 3-6 by 10%.

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

Flexible monitoring systems have been fine tuned to increase the organization's ability to more quickly respond to student needs. Teachers and service providers will be able to monitor all district, state and school level assessments in order to further support our differentiation, Zearn, BAW and restorative practices initiative.

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

This year an attendance team will continue to meet biweekly to identify potential attendance issues and work to establish relationships with families so that supports could be put into place (child care for younger siblings, housing for homeless families, and community support for families in transition).

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

Grade level meetings will occur once a week with common grade level team members. Data will be discussed and used to generate student support plans. Teachers and administrators will plan the agenda for grade level meetings. Grade level meetings are being utilized to improve instruction and student achievement. Professional Development for Zearn and BAW will also be provided.

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

Classroom correspondence, robo calls, social media platforms, conferences, evening events, personal contacts and flyers.

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

We put the plan on our website, we share it at PTO and SBPT meetings. It is on the District website and we keep copies in the office available on request. It is also distributed electronically to teachers so that they can share it as well.

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:	Needs are based on the specific goals outlined under Tenet 1: District Leadership in the RCSD DCIP document shared with school administrators for 2017-18, and feedback shared as the result of the 17-18 DTSE review.
B2. DTSDE Review Type:	District led with outside Educational evaluator.

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.	School leaders will work to fine tune systems that were developed to progress monitor building systems with a focus on SPED, RTI and SWPBIS
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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.	Leadership will review and fine tune an action plan to increase student learning and achievement as evidenced at the end of the 2018-19 school year by a 2.5% decrease in chronic absenteeism, a 10% decrease in student suspensions, and a 10% increase in proficiency scores on the Grades 3-6 NYS ELA and Math assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Minutes from attendance team meetings held; Log of home visits conducted; Data pull of disciplinary activity; Minutes and notes from grade-level meetings; School performance data collected; Records and documents collected via Google Drive.

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.
September	September	Opening day presentation to roll out goals for the year to staff.
September	June	Monthly collegial circles with Partners in Restorative Initiatives (PIRI) to build capacity within the school to sustain restorative practices.
September	June	Monthly instructional support meetings to roll out the application of Being a Writer (BAW) to increase proficiency on Grades 3-6 ELA and Math Assessments.

September	June	Weekly attendance team meetings to closely monitor student attendance and to address absenteeism per District attendance protocols, including phone calls, home visits, and parent-teacher conferences.
January	April	Continue participation in the Cold Can't Stop Us Now Attendance Campaign (due to its huge success)

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:	Oct. 31-Nov. 2
B2. DTSDE Review Type:	District-Led Review

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.	Needs are based on the specific goals outlined under Tenet 1: District Leadership in the RCSD DCIP document shared with school administrators for 2017-18 as well as feedback from the 2017-18 DTSE review.
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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.	School will create and implement a standards-based culturally, linguistically, and relevant responsive curriculum, which will result in cognitively demanding and personalized learning as evidenced at the end of the 2017-18 school year by a 10% increase in proficiency scores on the Grades 3-6 NYS ELA and Math assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Examples of individualized student learning plans developed; Examples of comprehensive academic intervention plans constructed; Summary reports generated from the use of instructional support applications and resource tools (e.g. Being a Writer, Zearn, Blitz, Boost, Blast, HD Word); Data collected from progress monitoring tools (e.g NWEA, AIMS web), District common assessments, and NYS 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
September	September	Opening day presentation to roll out goals for the year to staff.
September	June	Teacher and instructional support staff professional development on computer-based applications to increase teacher knowledge and skills, to share best practices, to enhance personalized instruction, to provide intervention and enrichment support, and to increase individual student achievement.
September	June	Ongoing staff professional development on the Zearn computer-based application in order to address all students' needs and increase student achievement.
September	June	Weekly grade-level meetings to review student performance data and to evaluate lesson plan effectiveness.
September	June	Ongoing staff development to support the 2nd year of Being a Writer curricula k-6.

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:	Oct 31-Nov 2
B2. DTSDE Review Type:	District Led Review with Outside Educational Expert.

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 intervention support needs additional structure in order to better target personalized progress plans for each student. With the addition of another math intervention specialist, we will be able to meet the needs of all students who qualify rather than having to rely on one data point to show mastery.
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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.	Staff will continue to review, assess, and modify instructional practices and will incorporate a multi-tiered system of support to improve student performance and increase student achievement as evidenced at the end of the 2017-18 school year y a 10% increase in proficiency scores on the Grades 3-6 NYS ELA and Math assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance records from professional development held; Minutes and attendance records from grade-level meetings held; Documentation of collegial and administrative feedback provided.

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.
September	June	Weekly grade-level meetings to review and discuss student data and to develop lesson plans focusing on differentiation.
September	June	Weekly intervention team meetings to review and discuss data, to monitor and assess the use and application of Zearn for math instruction and intervention, to assess the progress of using the Being a Writer program for ELA instruction and intervention, and to regroup students according to need. Targeted instruction at varying levels of instruction will be provided according to RCSD RtI protocols.
September	June	Weekly Child Study Team meetings to address areas of concern submitted by staff regarding students. Areas may include: Academic Readiness, Reading, Writing, Math, Behavior, Social/Emotional, Attendance, Health, Speech/Language, OT (Fine Motor/Sensory), PT (Gross Motor), and/or Parent Request.
September	June	Book of the Month - classroom teachers across the school will read a designated book focused on a character trait, followed by a writing activity that will be reflected in their lesson plans.

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:	Oct. 31-Nov 2
B2. DTSDE Review Type:	District led review with Outside Educational Expert

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.	As per the DTSE recommendations, we will continue to fine tune our electronic integrated systems to track the use of the Social/Emotional resources/services to include: Notices of concern, ISS, office/discipline Referrals, incidents of bullying, attendance, and referrals to community resources.
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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.	Staff will continue to use the existing SWPBIS system to strengthen the school climate by using this framework to identify and respond to the social-emotional developmental health needs of students. This system includes multiple measurements that are aligned with the school's mission and vision for meeting the social-emotional needs of all students and consists of continued work in restorative practices as well as ongoing support of policies, procedures, and practices contained within the District's Code of Conduct. Efforts will result in a 10% reduction in suspensions and serious incidents by the end of the 2017-18 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Participation records from professional development attended; Agendas, minutes, and work products from SWPBIS meetings held; Monthly referral data collected; Evidence of PBIS celebrations held; Documentation of intrinsic and extrinsic reward systems data collected.

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.
September	October	Leadership team will provide training to staff on the use of multiple measurements that will be used to identify and respond to the social-emotional developmental health needs of students.
September	October	Leadership team will continue to support the rollout of PBIS and PIRI as research-based practices that are aligned with the school's vision and mission.
October	June	Once every month there will be a school-wide recognition that supports a positive culture. This will recognize and promote positive student behavior.
November	June	Classroom teachers will select 2-3 students who will attend the "Breakfast of Champions", which will be held two times a year. This will recognize and promote positive student behavior in the classroom.
October	June	The Child Study Team will identify a case load of students who have academic and/or social emotional concerns and will monitor student progress for weekly through the end of the school year.
October	June	Teachers and the intervention team will meet monthly to identify students on the school's "Watch List" and will work collaboratively to develop intervention plans and monitor and report progress.

August	June	Teachers will participate in a 2 day workshop focused on Restorative Discipline. They will then implement the practices learned throughout the school year.
September	June	Classroom teaches will utilize the trade books from the Being a Writer curriculum to further teach/address student's social-emotional learning.

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:	Oct 31-Nov 2
B2. DTSDE Review Type:	District led review with outside educational expert.

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.	As a follow up to last year's goal of implementing various communication practices and structures, parent constituency feedback indicated that parents preferred robo calls and electronic communication. This is an area of significant strength for School 52. It was hard for the DTSTE team to identify a need and therefore suggested electronic resources for families.
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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.	Staff will improve family and community interaction with the school by implementing various communication structures and practices by the end of the 2018-19 school year as evidenced by a 2% increase (from 90% to 92%) in the results of the annual parent survey, which measures the satisfaction level of communication from the school.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	

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.
September	June	Clerical team will verify and update parental contact information in the District's database as required.
September	June	Webmaster will update the school's website calendar on a weekly basis.
September	June	Teachers will communicate with parents bi-weekly using the method of their choice (e.g. phone call, email, newsletter, classroom website) and will keep a log of all activity.
September		Curriculum Night
October		Open House and Parent/teacher conferences.
September	June	Monthly PTO meetings
August		New student orientation
September	June	School 52 will increase their social media presence.