

LEA Name:	Rochester City School District
LEA BEDS Code:	26-16-00-01-0668
School Name:	Joseph C. Wilson Foundation Academy

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

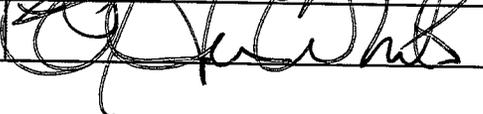
Contact Name	Dr, Deasure A. Matthew	Title	Principal
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Website for Published Plan	www.rcsdk12.org		

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.

	B	C	D	E
1	School Leadership Team			
2				
3	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.			
4				
5	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.			
6				
7	Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
8	June 18, 2018	Wilson Foundation		
9	JUNE 27, 2018	Wilson Foundation		
10	JULY 3, 2018	Wilson Foundation		
11				
12				
13				
14	Name	Title / Organization	Signature	
15				
16	Deasure Matthew	Principal/Joseph C. Wilson Foundation Academy		
17	LoWan Brown	Assistant Principal/Joseph C. Wilson Foundation Academy		
18	David Dorsey	Assistant Principal/Joseph C. Wilson Foundation Academy		
19	XXXXXXXXXX	XXXXXXXXXX/Joseph C. Wilson Foundation Academy		
20	Aiza Carden	Parent/Joesph C. Wilson Foundation Academy		
21	XXXXXXXXXX	XXXXXXXXXX/Joseph C. Wilson Foundation Academy		
22	Nancy Gossin	Teacher/Joseph C. Wilson Foundation Academy		
23	Cassandra Dearing	Teacher/Joseph C. Wilson Foundation Academy		
24	Michael Iodice	Teacher/Joseph C. Wilson Foundation Academy		
25	XXXXXXXXXX	XXXXXXXXXX/Joseph C. Wilson Foundation Academy		
26	Amanda Purver	Teacher/Joseph C. Wilson Foundation Academy		
27	Christy Nelson	Parent/Joseph C. Wilson Foundation Academy		
28	Robin Lavergne	Teacher/Joseph C. Wilson Foundation Academy		
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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 checked="" 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 checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input 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.) |
|--------------------------|--|

- 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

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).

Increase in positive school culture; increase in both NY ELA and math performance

- 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.

There were no mid-year corrections.

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

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

Continuation of the development of the IB Primary Years Program for K-6 and deeper implementation of the House System

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

Development of the IB PYP and student social and emotional development/health supported by Restorative Practice.

- 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

The Joseph C. Wilson Foundation Academy students, parents, faculty and staff are committed to providing and participating in a rigorous academic program that ensures that all students are prepared to be responsible productive citizens. We are committed to creating an environment that promotes academic excellence, fosters an active appreciation of all cultures and develops students' senses of personal responsibility. And for all of us, we envision Wilson Foundation Academy to be a place where we are challenged and supported in such a fundamental way that we become true caring contributors in school and in the broader community.

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

80% of students improving in math and ELA on report card scores and NWEA assessments as evidenced by Fall-Spring report card and NWEA results.

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

Delopment of common planning time for teachers to work together; SBPT oversight; Data team reviews; leadership/admin guidance; partnership with School Resource Officer from RPD (restorative justice program; student group sessions); Partnership with Center for Youth - student help zone coordinator

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

None

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

Summer PD and monthly professional development plan put in place and approved via SBPT

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

posting on school/district website, copy in main office, emails, and available copies provided upon request

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

posting on school/district website, copy in main office, emails, and available copies provided upon request

- 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 s
B1. Most Recent DTSDE Review Date: This should reflect the date of the most recent report that resulted from the NYSED IIT, DIIR, or District Led Review.	Mar-17
B2. DTSDE Review Type: Integrated Intervention Team (IIT or NYSED Led) OR District Led with Outside Educational Expert OR Demonstrable Improvement Indicator Review (DIIR)	NYSED 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	Administrative team needs an effective plan to monitor instruction, ensure best practices are being utilized in the classroom where frequent and timely feedback is given. conducted in March 2017 and the following recommendation was given: "School leaders' scheduled walkthroughs should ensure that teachers focus on student learning l <ol style="list-style-type: none"> 1. scaffolding learning activities 2. checking at least once during the lesson that students understand the learning target; and 3. devising an informal assessment at the end of each lesson to gauge student understanding of the learning target in preparation for the next lesson. The school leaders should provide teachers with actionable feedback and re-visit to ensure improvement."
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.	By May 1, 2019, each member of the leadership team will conduct at least eight classroom visits per week with written feedback focusing on an environment of respect/r and checking for understanding of the learning targets as evidenced by logs, write-ups and classroom visitation calendar.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ol style="list-style-type: none"> 1. Classroom visitation/observation schedule 2. Progress will be monitored at every administrative meetings 3. Walkthrough documents with written feedback.

E1. Start Date: Identify the projected <u>start date</u> for each activity.	E2. End Date: Identify the projected <u>end date</u> for each activity. ***The activity itself should reference the frequency of implementation, i.e., weekly, monthly, bi-monthly, quarterly, etc.	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 State Specifically describe each activity that will support the monitoring and implementation of your Smart Goal. - Who will be responsible for completing each activity - Who will participate in each activity - How often each activity will take place - What the district will look at to determine if implementation is successful. Please do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug. 2018	May-19	School leadership will create a structured observation/walkthrough calendar demonstrating at least 8 classroom visits per week focusing on classroom culture and on diff visitations will be reflected on agenda/minutes of administrative meetings.
Aug. 2018	May-19	A schedule for observations (with pre- and post-conferences) will be conducted with written feedback within 2 (walkthrough) or 5 days (formal observation).

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:	Mar-17
B2. DTSDE Review Type:	NYSED 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.	<p>There is a need to develop a school-wide system to monitor student progress, review student data, and use the data to develop lessons that will yield increase in student performance. Teachers should use student performance data, both summative and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs, and adjust the planned curriculum with special focus on at-risk students identified through various measures.</p> <p>NYSED DTSDE review was conducted in March 2017 and the following recommendation was given: “Teachers in collaboration with each other should utilize their scheduled meeting time at least once a month to use data to scaffold learning activities that are aligned to the learning targets to meet all students’ needs.”</p> <p>From Sept 2018 - June 2019, 100% of classroom teachers will use their scheduled meeting time to review student data and develop differentiated learning activities leading to 80% of students improving in math and ELA on report card scores and NWEA assessments as evidenced by Fall-Spring report card and NWEA results.</p>
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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.	From Sept 2018 - June 2019, 100% of classroom teachers will use their scheduled meeting time to review student data and develop differentiated learning activities leading to 80% of students improving in math and ELA on report card scores and NWEA assessments as evidenced by Fall-Spring report card and NWEA results.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ol style="list-style-type: none"> 1. Student Growth data (NWEA and quarter report card outcomes) 2. Grade-level and subject team meeting minutes

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	
Aug-18	Oct-18	Teams across K-8 continuum will adopt the same data review protocol that allows for teams of teachers to collaborate horizontally and vertically and across content areas in the development of engaging and differentiated lessons to meet individual student needs.
Sep-18	Jun-19	Teams across K-8 continuum will have schedule-imbedded meetings where one meeting per month will focus on review of student work and monitoring of student progress
Sep-18	Jun-19	All teachers will use daily classroom data and available resources to provide differentiated lessons for students. Teachers will employ the use of providing regular descriptive feedback to student on common formative assessments at least one time per week.

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:	Mar-17
B2. DTSDE Review Type:	NYSED 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.	<p>There is great need for teachers to develop a common K-8 coherent and appropriately aligned Common Core Learning Standards-based instruction that supports the IB curriculum framework that leads to multiple points of access for all students.</p> <p>NYSED DTSDE review was conducted in March 2017 and the following recommendation was given: “Teacher’s instruction should contain:</p> <ul style="list-style-type: none"> • scaffold learning activities in all subjects that are aligned to the learning target to meet all students’ needs • assessment opportunities to check student understanding of the learning target at least once as the lesson progresses; and • an informal assessment at the end of each lesson to gauge student understanding in preparation for the next lesson.”
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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 develop lesson plans that reflect differentiation and scaffolded learning activities aligned with the IB framework structure as evidenced by classroom observations, written lesson plans, IB Managebac system, and grade-level team meeting minutes.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<ol style="list-style-type: none"> 1. Written lesson plans - Manageback Lesson Plan network for IB teacher. 2. Formal and informal observation data

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.
Aug-18	Oct-18	Teacher teams and IB Coordinators will collaboratively identify consistent protocol for reviewing student data and setting target goals for classroom groups.
Sep-18	Jun-19	Common planning time will be used to review student data, develop targeted learning goals, and monitor student progress.
Aug-18	Jun-19	Provide professional development learning and coaching opportunities for teachers K-8 to develop instruction to deliver content through investigation and project-based activities aligned with CCLS and IB instructional framework that includes the IB Learner Profile traits.

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:	Mar-17
B2. DTSDE Review Type:	NYSED 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.	Our school community does not yet fully articulate and systematically promote a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences that promote and support healthy relationships among all stakeholders and a safe, respectful environment that is conducive to learning for all constituents.
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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 the members of the school community will implement the IB Learner Profile values through the House system model to build a school culture of shared ownership for learning among adults and students. This will be achieved through planning and delivery of lessons that explicitly teach and incorporate the IB profile traits resulting in at least a 10% decrease in short-term suspensions.						
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">1. Student Suspension Rate (Short-Term / Long-Term)</td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td>2. Student Discipline Referrals</td> <td></td> <td>3. Student Positive Referrals</td> </tr> </table>	1. Student Suspension Rate (Short-Term / Long-Term)			2. Student Discipline Referrals		3. Student Positive Referrals
1. Student Suspension Rate (Short-Term / Long-Term)							
2. Student Discipline Referrals		3. Student Positive Referrals					

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.
Jun-18	Aug-18	Professional Development opportunities will be provided for all school members on ways to develop common discipline plan and who to implement House system model and IB LP within classroom instruction (written plans and learning activities).
Sept 18	Jun-19	Ongoing professional development to process, plan and implement House system protocol and ways to involve K-3 in the House model
Sept 18	Jun-19	Implement and infuse the House system, PBIS, and IB LP in daily practice across all content areas, grade levels and specialized services through active pedagogy
Sep-18	Jun-19	Weekly and monthly celebrations honoring the Houses with highest accumulation of points, PBIS tickets, and individual student and staff recognition for IB Learner Profile traits.
Jun-18	Aug-18	Professional Development opportunities will be provided for all school members during the summer on ways to develop common discipline plan and how to implement House system mode, PBIS tickets, and IB LP within classroom instruction (written plans and learning activities).
Aug-18	Jun-19	Receive training and ongoing PD on Restorative Justice Practices; conduct ongoing relationship-building circles with students and with staff members

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:	March 2017; Joseph C. Wilson Foundation Academy did not have a recommendation for Tenant 6: Family and Community Engagement during the NYSED visit in March 2017. The IIT team was not able to complete the process due to the citywide school cancellations because of inclement weather. Therefore, February 2016 was the last time Tenant 6 received a DTSDE review conducted by District-lead Review team.
B2. DTSDE Review Type:	2017 NYSED Reivew 2016 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.	Our parents need to be seen as partnering with us to improve our school's average daily attendance. Together, we need to regularly monitor the effectiveness of our communication between home and school; track needs and feedback from family regarding support, student achievement, and general concerns; and provide opportunities for families to engage with staff formally and informally in order to increase the attendance for individual students and overall for the school.
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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.	By June 2019, average daily attendance for all students will increase from 89% to meet or exceed district target of 93% by the end of the 2018-19 school year as measured by the Average Daily Attendance reported in PowerSchool and extracted in SPA in June 2019.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1. Weekly attendance data 2. Assessment outcomes for 2018 3. Parent Attendance at Workshops and other school events.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. 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.
Aug-18	Aug-18	SBPT will meet to discuss and determine needs for attendance monitoring; Attendance expectations and development of protocol will be shared with parents and staff
Sep-18	Sep-18	School-based attendance team will be organized and meeting regular meeting schedule will be determined.
Sep-18	Jun-19	Ongoing monitoring of attendance concerns by grade level will be done with weekly acknowledgement of perfect attendance; formal letters and calls will be made to parents to ensure their involvement and to assess needs to support attendance.
Sep-18	Jun-19	Parent Liaison, IB/MYP-PYP Coordinators, Classroom Teachers, CARE Team will offer Family Development (FD) opportunities for parents in conjunction with PTO to support understanding of data to address students' academic, social, emotional, developmental health needs support academic and social success for students