

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Early Childhood School of Rochester No .57

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Eva J. Thomas	Title	Principal
Phone	585-277-0190	Email	Eva.Thomas@rcsdk12.org
Website for Published Plan	<a href="http://www.rcsdk12.org/domain/3307">http://www.rcsdk12.org/domain/3307</a>		

**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

## 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)
August 23, 2017	SCEP Training @ #45 School	January 8, 2018	School #57
August 31, 2017	School #57	February 5, 2018	School #57
September 7, 2017	School #57	March 5, 2018	School #57
September 12, 2017	School #57	April 9, 2018	School #57
October 2, 2017	School #57	May 5, 2018	School #57
November 6, 2017	School #57	June 4, 2018	School #57
December 4, 2017	School #57	June 18, 2018	School #57
		June 21, 2018	School #57

Name	Title / Organization	Signature
Eva Thomas	Principal (ASAR)	<i>Eva Thomas</i>
Jennifer Giamartino	Intervention Teacher (RTA)	<i>J. Giamartino</i>
Patricia Clark	Speech Pathologist/First Grade LEICT Teacher (RTA)	<i>Judy Brown for Patricia Clark</i>
Katherine Paradis	Kindergarten Gen. Ed Teacher (RTA)	<i>Katherine Paradis / Judy Brown</i>
Lisette Vargas	First Grade Gen. Ed Teacher (RTA)	<i>Lisette Vargas 6/13/18</i>
Donita Cummings	Parent Liaison (RAP)	<i>Donita Cummings</i>
Curtis Skinner	Head Custodial Staff <del>(RAP)</del> Bente	<i>Curtis Skinner</i>
Jeanette McNear	Parent	<i>Jeanette McNear</i>
Timothy Scales	Parent	<i>Timothy Scales</i>
Keith Wall	Parent	<i>Keith Wall</i>

*Judy Brown for Patricia Clark*  
*Katherine Paradis / Judy Brown*  
*Lisette Vargas 6/13/18*  
*Donita Cummings*  
*Curtis Skinner*  
*Jeanette McNear*  
*Timothy Scales*  
*Keith Wall*

*for*



## 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

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

### **1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an**

- 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**

- 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**

- 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

The most significant impact (s) this year was : weekly home visits( Parent Liaison/ Social Worker/ Classroom Teachers) , Principal Home Visits before/ during the school year , attendance letters mailed out to track student attendance, quarterly student award recognition ceremonies with parents, increased participation from parents ( Open House, Award Ceremonies, Moving Up Day, Staff Health and Wellness Grant, Adpoted Restorative Practice Model for the school community, Common Ground Health / Playworks Grant , productive grade level meetings with support from content directors from Central Office , Foster Grandparent Program Participation, Work Expereince Program Volunteers( WEP) , college intern collaboration, St. John Fisher ( Seeds of Success Partnership) , Cultural Field Trips through the RCSD Arts Dept. etc.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current

The SBPT adopted a writing program called, " Being a Writer" in late April of 2018.. The school was tasked with finding a writing program that can increase writing skills for students in grades K-2. In addition, The Prek Porgram has adopted a writing program called, " Writing Without Tears" which aligns with The Being a Writer Program. This year we had issues with an electronic intervention program called " Lexia" . However, with IT support , we were able to get all students back on track . Kindergarten and First Grade NWEA Assessment Data increased for the Winter and Spring Semesters. Second Grade NWEA Data was great in tbe Fall . However, a small decline occurred during the Winter and Spring Semester .

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

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

The current SCEP will focus on the following : Restorative Practices , Being a Writer Program, Focused Administrative Informal Classroom Observations , Greater Rochester Health Foundation / Whole -Child Health Grant, Playworks Grant Support, ( Art/Music/ Classroom Teacher integration with cultural responsive projects, More opportunities will be created to increase parent engagement, Principal will be attending Next Gen Standards Training in July 2018 in Albany, classroom teachers will be participating in Next Gen Training through RCSD, continued grade level meetings , Professional Learning Circles for PDs inside and outside of the school community, PE Teacher will push in and provide ( Yoga, Mindfulness, and Health and Wellness Support in the classrooms ) .

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

The instructional focus remains the same as last year. Our second grade students will be able to read and write by the end of second grade.

- 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.

School Mission : At School # 57, we are committed to providing a safe, nurturing child centered environment where teaching and learning are valued by all. We need to ensure that all students are receiving classroom instruction that is relevant, engaging , culturally responsive, and inclusive of family support. In addition to making sure that all students are fluent readers and writers by the end of second grade.

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

1. Students in grades K-2 will show quarterly growth in writing( Fall/ Winter/ Spring) . 2. Students in grades K-2 will increase their RIT scores for NWEA Assessments for the Spring by 5%.

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

Weekly Common grade level planning time will be used to review data and discuss strategies for supporting student achievement. Academic guest speakers and instructional coaches will be invited into grade level meetings to support engaging classroom instruction. Professional development will be offered monthly inside and outside of the school community.

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

Possible barriers could be: student social and emotional needs( provide supports listed in tenet 5 ) , lack of parent involvement for academic support at home ( provide supports listed in tenet 6), lack of parent-teacher communication, ( class do jo, robo calls, flyers, letters, home visits, creating more opportunities for parent volunteers in the school community) , and student placement ( Referral to the RTI Team , complete a STAR Assessment with the parent, Refer for CSE Meeting for a correct student placement).

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

Professional Development will be provided during Half Day District PD Sessions/ Superintendent District Sessions/ Staff Retreat / and PLC Sessions for : Team building ,which is an opportunity to create a collaborative unified front for the new school year. We have new staff members joining us this year . Specialized Services Training will ensure that all staff are aware of the continuum for specialized services and how students are placed in specialized services. In addition, staff will be trained on how to create a Functional Behavioral Assessment, Behavior Intervention Plan, and a Behavior Support Plan as needed. LEICT ( Speech Path Classroom Training will be given to the entire school community. There is a new program called Foundations that will be implemented this year with Kindergarten LEICT Classrooms. Also, 2 other programs will be introduced in the LEICT Programs. Restorative Training will support the social and emotional needs of the entire school community. Also, our school community belongs to the ROC Restorative Cohort 3 Program through RCSD. Culturally Responsive Training will support student engagement within our classroom settings. Looking at Data and Authentic Student Work will increase student achievement and will allow us to meet our instructional priority as a school community .

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

Methods of dialogue include : parent meetings, grade level meetings, RTI Meetings, CSE Meetings, Phone Calls, Emails, Classdojo, Student Planners, Notes, Report Cards, Parent -Teacher Conferences, Title I Parent Engagement Meetings for Parents / ESOL Parents, Monthly PTCA Meetings for all parents, Open House, Special School Events, Curriculum Night, School Base Planning Team Meetings etc.

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

This SCEP Plan will be shared : on our school web site, with parents at meetings, staff at the beginning of the school year, and with RCSD District Officials on July 6, 2018 .



## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Developing: April 2015
<b>B2. DTSDE Review Type:</b>	District Review with OEE

<b>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.</b>	The school leader will ensure that students receive enough academic time to master foundational skills in order to become successful readers and writers by the end of 2nd grade.
---	---

<b>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.</b>	The school leader monitor and support the time frames of lessons as they pertain to reading, writing, and math to ensure that enough time is given for student mastery in all subject areas.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Master Schedule, ELA , Math Pacing Charts, Common Core Curriculum, NWEA Assessments, Aims Web Data, Student quarterly Tier Levels, Weekly Grade Level Reports focused on student work (focused on a subject areas) , Feedback from Central Office Directors, The Administrator, and Instructional Coach during Grade Level Meetings

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
--	---	---

9/5/18	9/17/18	The school leader will provide copies of the ELA and Math Pacing Charts, during the first week of teaching the curriculum.
9/6/18	6/21/19	The school leader will review lesson plans (plans need to be visible) during all walkthroughs, formal, and informal observations through the use of an electronic lesson plan walkthrough (using administrative electronic tool that measures with the Danielson model-specifically Domain one) feedback system. There will not be a specific format expected.
9/6/18	6/21/19	The school leader will meet with classroom teachers quarterly (at grade level meetings) about their progress in adhering to the master schedule and pacing chart for subject areas listed above. A schedule will be developed to support this academic monitoring process.
9/6/18	6/21/19	The school leader will progress monitor the use of supplemental strategies to engage students in culturally responsive teaching and learning in all academic areas. It will be noted and documented through previously mentioned electronic tool review feedback system.
10/6/18	6/21/19	The school leader will progress monitor school wide academic data with two school data walls. (One will be visible for all stakeholders and will be located in the school hallway and the additional one will be located in the school leader's office for use during data meetings.

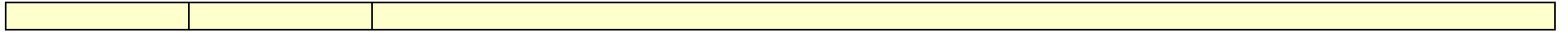
### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Developing: April 2015
<b>B2. DTSDE Review Type:</b>	District Review with OEE

<b>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.</b>	Our school needs to create opportunities for our students to become authentic writers and confident readers, through the integration of Being A Writer and culturally responsive extension activities, students will be able to be fully engaged in the content areas taught in each classroom setting. We will continue to have Walk to Read for 2nd Grade. The integration of writing needs to be incorporated into all subject areas on a daily basis to increase the writing skills of all students at each grade level.
---	--

<b>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.</b>	The Being a Writer Program will be used and modified by grade level classroom teachers as needed to meet the needs of our student population.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	NWEA and Aims Web Assessments for Fall, Winter & Spring, Domain Assessments, Grade Level Reports out on student work, Student Journals, Administrative Walkthroughs focused on reading, writing skills and math skills of each student and The Being A Writer Program.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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
9/5/18	6/21/19	The Principal will identify grade level leaders to support and monitor progress by grade levels for writing, reading, and math.
9/5/18	6/21/19	Classroom teachers will incorporate writing skills daily within their Writers Block.
9/5/18	6/21/19	Classroom teachers will use Being A Writer Rubrics or supplement RCSD Rubrics to assess writing daily.
9/5/18	6/21/19	Classroom teachers will be given the opportunity to modify Being a Writer Program with supplemental strategies such as thematic monthly writing themes. An example might be ( writing a narrative about kings and queens, why I want to be a scientist, Book of the Month, etc. )
9/5/18	6/21/19	The Principal and classroom teachers will review writing pieces at the last grade level meeting of the month.
9/5/18	6/21/19	Students and classroom teachers will share writing pieces (each meeting will have a different grade level displayed in the MP room) at the monthly PTCA
9/5/18	6/21/19	The school leader will conduct at least one cycle of informal walkthroughs for each teacher at least once a month.
9/5/18	6/21/19	Classroom teachers will implement the Next Generation Standards after receiving training and support from RCSD.



Meetings for parents.

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Developing: April 2015
<b>B2. DTSDE Review Type:</b>	District Review with OEE

<b>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.</b>	Administration advocated for Culturally Responsive Teaching to be embedded in classroom instruction to support the needs of each child. In addition to supporting and addressing the primary needs, students will be exposed to culturally responsive teaching that will connect them to family, community, and self. Teaching will continue to focus on the goals of the Greater Rochester Health Foundation grant and expectations (The Heart of the Whole Child Grant).
---	--

<b>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.</b>	Classroom teachers will be supported by Being A Writer Coaches (provided through the company), and an RCSD Instructional Coach. Student writing pieces will be shared at the last grade level meeting of each month.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Response to Literature, Looking at Student Work, Student Writing Journals, Administrative Walkthroughs, with a focus on writing assessments

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
9/5/18	6/21/19	The Art, Music, and Physical Education Teachers will provide extension activities that support classroom teachers weekly lesson plans including culturally responsiveness.
9/5/18	6/21/19	Art, Music, and Physical Education teachers will collaborate with the classroom teachers for art projects, music, gross motor activities, and cultural field trips that are tied to culturally responsive teaching.
9/5/18	6/21/19	Central Office subject area Executive Directors and Directors will push into grade level meetings to offer academic assistance to all classroom teachers on an as needed basis.
9/5/18	6/21/19	Classroom teachers will turn in data cards and student tier sheets every marking period for the confidential school data wall in the main office .

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>		<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Developing: April 2015	
<b>B2. DTSDE Review Type:</b>	District Review with OEE	
<b>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.</b>	The PBIS Team along with school staff will ensure that each child's needs are being met through 20 minutes of daily recess support, play therapy (through Primary Project Program), referrals to community agencies, afterschool programming, parent initiatives and collaboration, staff participation in Cohort 3 ROC Restorative Program, parent consent for counselling through the school social worker, and grant funded programming that supports the whole child (GRHF- Greater Rochester Health Foundation).	
<b>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.</b>	By implementing the above strategies, School # 57 will achieve a 5% reduction in referrals by June 2019. The goal is to collaborate with students and families to support diverse cultural social norms. In addition, we plan to nurture and foster a school community that is restorative and promotes healing for the whole child.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Data will consist of classroom observations, review of referral log, information shared at grade level team meetings, data from PBS Team, data from MTSS (Multi-Tiered Systems Team) / RTI (Response to Intervention) , data from ESS (Educational Support Services) Team , Attendance Team, and support staff.	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
9/5/18	6/21/19	The Wellness Team will be trained on how to support the "whole child" through The Training and Culture Center for Healthy Futures.
9/5/18	6/21/19	Staff have the option of participating in 2 PLC's for the school community Restorative Practices & I Wish My Teacher Knew.
9/5/18	6/21/19	20 minutes of recess will be given on a daily basis to all students to support their social and emotional needs.
9/5/18	6/21/19	Primary Project Staff will collaborate with all classroom teachers to collect data on social emotional needs through play therapy and face to face conversations.
9/5/18	6/21/19	PBIS Team will meet monthly to review referral data and Class Dojo Data from classroom teachers to highlight successes in the school community, and re
9/5/18	6/21/19	Foster Grandparent Program in partnership with Community Place to support the needs of students within our classroom settings. Grandparents read to
9/5/18	6/21/19	School # 57 has a time out room that is supported by a Paraprofessional. This person tracks the referral data with the Principal.
9/5/18	6/21/19	concerns.
9/5/18	6/21/19	students.

ations.  
view areas of concern.  
the students and provide 1: 1 support as needed.



## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>		<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	Developing: April 2015	
<b>B2. DTSDE Review Type:</b>	District Review with OEE	
<b>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.</b>	The School leader needs to ensure that regular communication with students and families fosters high expectations for student academic achievement.	
<b>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.</b>	95% of parents audited can assess to knowing or have heard of the School Mission and Vision; Student Social and Emotional Developmental Health Programs. Evidence that Parents are invited to participate in scheduled family events (Open House, Parent Orientations, Curriculum Night, etc.) to foster a sense of community and provide information on Instructional Practices. Parents are informed of school/community events that enhance collaboration of education and parent involvement.	
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	The school will create a survey that will measure prior knowledge of prior events informal feedback on their value. One leading indicator is parents requesting a schedule of annual parent conferences to enable parental attendance at school events throughout the year. Parents requesting more information on community events and parents connecting with teachers as the "Power of two." Also parents requesting a SBPT/PTCA schedule to enable their personal attendance.	
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
9/5/18	6/21/19	A parent survey will be used to evaluate the value of parent workshops, Title I ESOL, and The Annual Title 1 PE meeting. Data is collected by the Parent Liaison (Mrs. Cummings)
9/5/18	6/21/19	August Parent Orientation and Parent Curriculum Night presentations including teachers, staff, parents, students, and community organizations.
9/5/18	6/21/19	Communication to parents, as well as students, will ensure all stakeholders are aware and understand the school mission and vision along with the BEAR program and curriculum goals.
9/5/18	6/21/18	The school staff will communicate with parents and stakeholders via weekly/ monthly flyers/ community events school event, monthly calendars via robo calls verifying parent invitations to school events.
9/5/18	6/21/19	Parents walking into the school that require immediate attention to an issue with their child will get the issue resolved on the first visit. Unsolicited meetings should be measured to show the school's dedication to parents and the critical need to promptly respond to their concerns.
9/5/18	6/21/19	All parents will understand and know the requirements for Title I schools. A Title I Meeting will occur within the school community to support parent involvement on a regular basis.

9/5/18	6/21/18	A collaboration of teachers and parents will develop Grade Level Compacts to ensure that all stakeholders are aware of the academic goals that are being taught in order to reach mastery at each grade level. In addition, parents will be held accountable for what they agree to support at home academically for their child .
9/5/18	6/21/19	advocated for this support at a separate location.