LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010024
School Name:	Mont Pleasant Middle School

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Jeffrey Bennett	Title	Principal
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Website for Published Plan	http://www.schenectady.k12.ny.us/about_us/district_dashboard/district___school_improvement_plans		

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		Laurence T. Spring	
President, B.O.E. / Chancellor or Chancellor's Designee		John Foley	

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)
Thursday, June 28, 2018	MP Library Computer Lab	Tuesday, January 15, 2019	MP Library Computer Lab
Friday, June 29, 2018	MP Library Computer Lab	Tuesday, February 12, 2019	MP Library Computer Lab
Tuesday, October 16, 2018	MP Library Computer Lab	Tuesday, March 12, 2019	MP Library Computer Lab
Tuesday, November 27, 2018	MP Library Computer Lab	Tuesday, May 14, 2019	MP Library Computer Lab

Name	Title / Organization		Signature
Jeffrey Bennett	Principal		
Jessie Richards	Assistant Principal		
Joe Coleman	Assistant Principal		
Nicholas Bottino	Assistant Principal		
Kristina Graves	Librarian		
Alison Bonheim	8th Grade Teacher		
Michele Stewart Mannino	8th Grade Teacher		
Colleen Reilly	8th Grade Teacher		
Sarah Karl	8th Grade Teacher		
Anna Robinson	Parent Liaison		
Nancy Gauthier	Special Education Teacher		
Morgan Rowse	7th Grade Teacher		
Nicole Forth	7th Grade Teacher		
Kathleen Bemis	6th Grade Teacher		
Carrie Dariano	6th Grade Teacher		

Statement of Assurances

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

| X | 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. |

| X | 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. |

| X | 3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance. |

| X | 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) . |

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

| X | 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. |

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school years SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

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

☐ Limited Degree (Fewer than 20% of goals were achieved.)
☐ Partial Degree (Fewer than 50% of goals were achieved.)
☐ Moderate Degree (At least 50% of goals were achieved.)
☐ Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

☐ Limited Degree (Fewer than 20% of activities were carried out.)
☐ Partial Degree (Fewer than 50% of activities were carried out.)
☐ Moderate Degree (At least 50% of activities were carried out.)
☐ Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

☐ Limited Degree (No identified subgroups improved achievement.)
☐ Partial Degree (Some of the identified subgroups improved achievement.)
☐ Moderate Degree (A majority of identified subgroups improved achievement.)
☐ Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

☐ Limited Degree (There was no increase in the level of Parent Engagement.)
☐ Partial Degree (There was a minor increase in the level of Parent Engagement.)
☐ Moderate Degree (There was modest increase in the level of Parent Engagement.)
☐ Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

☐ Limited Degree (Fewer than 20% of planned activities were funded.)
☐ Partial Degree (Fewer than 50% of planned activities were funded.)
☐ Moderate Degree (At least 50% of planned activities were funded.)
☐ Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

☐ Tenet 1: District Leadership and Capacity
☐ Tenet 2: School Leader Practices and Decisions
☐ Tenet 3: Curriculum Development and Support

Tenet 4: Teacher Practices and Decisions

Tenet 5: Student Social and Emotional Developmental Health

Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

• **Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).**

• **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.**

In developing the CURRENT YEAR'S plan:

• **List the highlights of the initiatives described in the current SCEP.**

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

• **State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.**

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

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

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

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

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

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

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. Most Recent DTSDE Review Date:	October 10-11 2017
B2. DTSDE Review Type:	NYSED IIT 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.	Minority students perform at a lesser rate than their peers. Currently teachers assess students, but do not meet regularly with their students to discuss their current levels of performance and goals throughout the year. The school leader will develop and implement an overall system to monitor the impact of academic and social emotional developmental health initiatives and programs.

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.	1. By June 2019, 100% of 6th grade teachers will be implementing AVID strategies with 90% of students participation. 2. By June 2019, 100% of 7th and 8th grade staff will have implemented one AVID strategy (fall and spring) with 50% student participation.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	District Interims, Weekly Fluency Checks, NYS Assessment, In-house writing assessments (all broken down by subgroups), Improve teacher feedback

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.
7/17/2018	7/19/2018	Two administrators and 2 sixth grade teachers will attend AVID training in Philadelphia, PA., with high school level professional familiar with AVID.
8/6/2018	8/9/2018	PBIS and attendees of AVID will create several matrices .
7/1/2018	9/1/2018	Purchase of Binders for all 6th grade students for organization and weekly meetings with students
9/1/2018	9/1/2018	6th Grade teachers and administrator turnkey information about implementing AVID strategies.

9/1/2018	6/30/2019	PD will be created based on data collected from AVID implementation and walkthroughs, as well as highlighted area of focus.
9/5/2018	12/31/2018	Bi-weekly reading will be provided for staff to unpack during one weekly PLC time
	SCEP will reconvene monthly and Summer 2019.	

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:	October 10-11, 2017
B2. DTSDE Review Type:	NYSED IIT 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.	Currently 60% of teachers complete weekly lesson plans using a provided document. However, feedback is provided inconsistently. The school leader will develop and implement a system for leaving actionable feedback to teachers after reviewing lesson plans, specifically focused on school initiatives and areas of focus selected by teachers (ie: engagement strategies, academically productive talk, and higher order questions).

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, teachers will complete weekly lesson plan on the specified document, with bi-weekly feedback occuring timely (within two days) 80% of the time.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Math Fluency Checks, Reading Fluency Checks, STAR Reading. In House Writing, STAR 360 benchmarks, ELA and math Interims (District), exit tickets, walkthrough data, unit assessments, and lesson plans, Increase student performance measures for targeted groups by decreasing the proficiency gap. Increase student performance measures.

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.
9/1/18	9/30/18	School leaders will share the lesson plan template(Google Doc) with faculty and set expectations and provide consistency.
9/1/18	9/30/18	School leaders will update teacher lesson plans to reflect multiple points of entry to provide a range of access points for all students allowing teachers to address the gap between students' current levels of achievement and what they need to do to meet grade-level expectations.
10/1/18	6/30/19	School leaders will meet regularly to monitor teachers' lesson planning or provide constructive feedback on how their lesson plans can improve students engagement.
9/1/18	9/30/18	School leaders will meet regularly with teacher to explain and use lesson planning data to inform their future planning to address the gap between students' current levels of achievement.
10/9/18	10/13/18	School leaders and teachers will review aggregated data at the midterm of each quarter to better inform teachers' lesson plans and to ensure student success.

12/18/18	12/22/18	School leaders and teachers will review aggregated data at the midterm of each quarter to better inform teachers' lesson plans and to ensure student success.
2/26/19	3/2/19	School leaders and teachers will review aggregated data at the midterm of each quarter to better inform teachers' lesson plans and to ensure student success.
5/14/19	5/18/19	School leaders and teachers will review aggregated data at the midterm of each quarter to better inform teachers' lesson plans and to ensure student success.
8/2018	9/2018	Modify the lesson plan collection template to include student centered focus and culturally responsive practices.
9/2018	6/2019	Provide staff with Professional Development on CRE
8/1/2018	9/15/2018	Teacher training in STAR360
9/1/2018	6/30/2019	PD on higher order thinking, open ended questions, formative assessment.
9/1/2018	6/26/2019	PPS staff will hold book study on a CRE-specific book

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 high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE Review Date:	October 10-11, 2017
B2. DTSDE Review Type:	NYSED IIT 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.	The school leader will work with teachers to develop a system in which data is used to differentiate instruction and instructional groups and provide strategies for classroom teachers to incorporate high leverage practices into daily classroom instruction and to provide feedback to students that will foster ownership of their learning and student engagement.

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, 80% of walkthroughs by school leaders and peer leaders will provide evidence of high leverage practices. 100% of the walkthroughs will provide feedback to the teachers within one day of the walkthrough.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	ELA and math interims, STAR 360 benchmarks, common assessment, walkthrough data; Increase student performance measures for targeted groups by decreasing the proficiency gap. Increase student performance measures.

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.
9/1/18	6/30/19	School leaders and peer leaders will conduct daily walk throughs to target high leverage practices being implemented in the classroom. Follow up will include professional development and materials after school to continue and enhance best practices.
9/1/18	6/30/19	School leaders will modify and improve the walkthrough data collection tool to align with lesson plan format and to ensure data points are useful and effective.
9/1/18	6/30/19	School Leaders will aggregate the data from all walkthroughs and share results with faculty to improve school communication and consistency.
9/1/18	6/30/19	Students will have the opportunity to access accelerated and Regents level courses
10/2018	6/2019	Building and teacher leaders will highlight the area of focus to staff at each monthly faculty meeting.

10/2018	6/2019	All data templates (assessment data, psychologist report, Student-Teacher Growth Pact, Walkthrough reports, weekly lesson plans), will be created by building administration so that all data can be aggregated by subgroups.
10/1/18	6/30/19	Building leaders will send out weekly emails with walk through data.
10/2018	6/2019	100% of faculty meetings during the 2018-2019 will have a portion of time dedicated to engagement/cre walkthrough elements and informal trends (admin)
10/1/2018	6/28/2019	Provide staff with Professional Development: how & when, cheat sheets, videos, make & take anchor charts, small group charts, question cards as observed during the walkthrough process.
7/1/2018	9/1/2018	Leadership team will develop a peer walkthrough form to include student-centered learning, rigorous materials, and CRE
9/1/2018	6/28/2019	Peer walkthroughs with feedback provided.
10/1/2018	6/28/2019	Provide staff with culturally responsive texts and materials

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:	October 10-11, 2017
B2. DTSDE Review Type:	NYSED IIT 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.	The school leaders will work with teachers, PPS and staff to develop a strategic plan to collect, analyze, and utilize data to identify and address the social/emotional developmental health needs of all students.

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 of 2019, members of SBST, including members of the PPS team, will attend data team meetings in an effort to create action plans with the classroom teacher that supports the decrease in the number of students requiring out of class support by 10%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Focus Student Data, SBST Referrals, Attendance, SPED referral rates, Mobility data, ISP-B, referrals, OSS, ISS, support room, check and connect; Improve student behavior measures

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.
9/1/2018	6/28/2019	All students and staff will be following schoolwide procedures, outlined by the PBIS matrices, resulting in a reduction of monthly behavioral infractions.
9/1/18	6/1/2019	Teachers will implement de escalation strategies as discussed during power struggle training in September.
9/1/18	6/29/2019	School Leaders will implement a Trauma Sensitive Team to support students' social and emotional developmental health needs.
10/1/18	6/30/2019	The PBIS Committee will host school wide events targeted at building community and increasing students sense of belonging such as YMCA Team Builders, Sweethearts and Heroes, etc
9/30/18	6/30/2019	The PBIS committee will monitor and adjust the implementation of PBIS through data analysis of classroom referrals, in order to establish the effectiveness of the program and faculty participation with a PBIS trainer as a guide.

10/1/18	6/30/2019	Begin restorative circles with the new mediator and PPS staff.
9/7/18	9/30/2018	The PBIS Committee will disseminate a year long calendar that includes reteaching dates, monthly team town hall meetings, monthly student rewards, high frequency reward cart, meetings and other PBIS initiatives ensuring staff and students are aware and following calendar.
9/1/18	6/30/2019	The PBIS committee will consistently implement events and social reinforcement designed to increase student engagement and decrease behavioral referral data.
9/1/18	6/30/2019	Students will have the opportunity to participate in before school, after school, and lunch time activities outside of the regular cafeteria (movie club, game club, basketball, outdoor activities), and extended learning activities.
9/1/2018	6/30/2019	Leadership and PPS teams will review monthly attendance and referral data and make remediation plans for focus students
10/18/18	6/28/2019	PPS grade level representatives will be included in monthly data team meetings
9/18/18	6/28/2019	Google spreadsheet will be created, shared, and analyzed to track the number of students receiving outside intervention monthly by PPS.
7/18/18	6/28/2019	Continue professional development on TSS during PLC time and faculty meetings.
9/1/2018	6/28/2019	Students who are not proficient will be identified, and individual goals/interventions will be entered into google doc (support staff)
9/1/18	6/30/2019	Students will have the opportunity to participate in academic focused after school clubs/opportunities such as STEM, Yearbook/Newspaper, 3D printing club, Green Screen, Book club, gaming club, and test prep

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:	October 10-11, 2017
B2. DTSDE Review Type:	NYSED IIT 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.	The school leaders will work with a committee made up of parents, teachers, and staff to develop a family engagement plan, based on Karen Mapp's research and work, in which parents are engaged in decision making regarding MPMS.

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, Mont Pleasant Middle School will have at least 50% families participating in school scheduled events planned to promote involvement in student academic achievement and the social emotional needs as measured by family attendance at events.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Survey staff in fall and spring; Increase parent attendance at workshops and engagement 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.
7/1/2018	6/28/2019	Money will be allocated in our SCEP Plan for busses to pick up at central locations and transport parents to school events
9/1/2018	6/1/2019	Book Club for untenured teachers focusing on teaching and parent engagement strategies.
9/1/2018	10/1/2018	The parent focus group will distribute a parent handbook, including a communication plan, providing information regarding school wide expectations, initiatives, academic, and behavioral data in order to improve communication between home and school.
9/1/2018	6/28/2019	Presentations to students and parents in regard to bullying issues (Sweethearts and Heroes, police)
9/1/2018	6/30/2019	To better survey families during home visits and overcome internet and technology barriers, visiting liaisons will bring a hotspot and chromebook and collect survey data.

9/1/2018	6/30/2019	The school leader will assemble committees representing all stakeholders of the shared decision-making process (PBIS, PTO, Culture, Parent Focus Group, RJ) in order to increase family participation. Each committee will plan events throughout the school year, in order to engage families in their child's academics.
9/1/2018	6/30/2019	School leaders and the Mont Pleasant Events Committee will plan school wide events to engage community and family in school; Sweethearts and Heroes, Cultural Fusion Night, Family Fun Night, Literacy Events (i.e. Books and Burritos)
9/1/2018	6/30/2019	A weekly 'student event planning group' will be developed to ensure student voice is incorporated in the planning of school wide events. This group will meet once a week under the supervision of the School Library Media Specialist and two additional staff members (students/teachers may rotate depending on interests and the event).
9/1/2018	6/30/2019	The building leader will embed a "lets talk" feature on School's Website to better understand family needs. Building leader will develop drop down topics for "let's talk" and assist in reviewing submissions bi-monthly.
9/1/2018	6/30/2019	School Leaders will aggregate survey data to make informed decisions around how to reach out to all groups and how they can best meet the needs of the wider community.
9/1/2018	6/30/2019	Monthly coffee chats w/ principal
9/1/2018	6/30/2019	Monthly newsletter from Parent Liaison
9/1/2018	10/1/2018	Parent Liaison and staff members will solicit community members to participate in school events to discuss gap of understanding between school and community
10/13/2018	10/13/2018	Color me RAD run.
5/1/2018	8/30/2018	Staff will plan and run a transition program during the summer of 2019 for incoming students and their families to accumulate the students to their new community and academic setting. The program will focus on tips and tools for students to experience success at the beginning and throughout their middle level career.
6/24/2019	6/24/2019	Attendance Zone Family Barbecue---June 24---12:30-2:30