LEA Name:	Schenectady City School DIstrict
LEA BEDS Code:	530600010035
School Name:	Oneida Middle School

2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Antonio L. Farina	**Title**	Principal
Phone	518-370-8277	**Email**	farinat@schenectady.k12.ny.us
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	
Board President		John Foley	

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. |

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)
June 21, 2018	Oneida Middle School		
June 22, 2018	Oneida Middle School		
July 10, 2018	Oneida Middle School		

Name	Title / Organization	Signature
Antonio L. Farina	Principal/Oneida	
Matthew Feldman	Assistant Principal/Oneida	
Nicole Hannon	Grade 8 ELA Teacher	
Richard DeCarr	Grade 6 ELA/SS Teacher	
Michael Sheridan	Media Specialist	
Elizabeth Sira	Grade 7 Math Teacher	
Katherine Los	Grade 8 Special Education Teacher	

SCEP Plan Overview

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

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

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

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

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

	Limited Degree (Fewer than 20% of activities were carried out.)
	Partial Degree (Fewer than 50% of activities were carried out.)
xx	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.)
xx	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.)
xx	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.)
xx	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

xx	Tenet 4: Teacher Practices and Decisions
	Tenet 5: Student Social and Emotional Developmental Health
	Tenet 6: Family and Community Engagement

In reflecting on the <u>PREVIOUS YEAR'S</u> 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 <u>CURRENT YEAR'S</u> plan:

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

PBIS-CRE, TSS Strategies, actionable feedback to teachers, lesson plans centered around student-centered instruction.

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

feedback systems and parent engagement

• 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.

"Oneida Middle School is committed to continuous improvement in order to be recognized for an academic program that is intellectually rigorous, developmentally responsive and provides access to equitable opportunities for all students while actively serving the community." In order to improve student achievement, Oneida Middle School needs to create systems to provide actionable feedback.

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

interim results, report card grades, state assessments, benchmark testing

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

Team meeting will focus on academic and behavioral data analyis by subgroup. Building Leadership team will look at trends and modify existing plan.

• 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.

PSDA professional development, lesson plan and high leverage practices professsional development, PBIS-CRE professional development, TSS strategies professional development

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

Monday Letter, Parent Survey, student survey, staff survey, parent portal, parent focus group, monthly newsletter

• 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:	4/26/18-4/27/18
B2. DTSDE Review Type:	District led

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.	Based on the DTSDE review building leaders should establish a reasonable feedback cycle for teachers, encompassing actionable, concrete and continuous feedback.

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, 100% of Oneida Middle School core teachers will receive 20 walksthroughs in which actionable feedback will be provided as measured by google form.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Google form with excel spreadsheet that disaggregates the 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.
August 1, 2018	Sept. 1, 2018	School leaders will create instructional focus calendar in conjunction with the feeder schools.
Sept. 1, 2018	Sept. 30, 2018	School leaders will share planning expectations with faculty and set guidelines for classroom walkthroughs by building and district leaders.
Sept. 1, 2018	Sept. 30, 2018	School leaders will distribute instructional focus calendar to faculty.
Sept. 1, 2018	Sept. 30, 2018	School leaders will participate in professional development on the Feedback Protocol so that individual teachers are provided actionable and timely feedback.
Sept. 1, 2018	June 30, 2019	School leaders will conduct daily walkthroughs using the walkthrough data collection tool, including a review of the lesson plans, higher order thinking skills, high-leverage practices, and data-driven instruction.
Oct. 1, 2018	Oct. 7, 2018	School Leaders will aggregate the data from the walkthroughs for the previous month and share results with faculty.
Oct. 1, 2018	Dec. 30, 2018	School leaders will conduct daily walkthroughs using the walkthrough data collection tool, including a review of the lesson plans, higher order thinking skills, high-leverage practices, and data-driven instruction.
Oct. 1, 2018	Dec. 30, 2018	School leaders will monitor the number of teachers they provide feedback to about lesson planning.

Dec. 30, 2018	Jan. 6, 2019	School Leaders will aggregate the data from the walkthroughs for the previous 3 months and share results with faculty, comparing to the baseline of September's results.
Jan. 3, 2019	Mar. 31, 2019	School leaders will conduct daily walkthroughs using the walkthrough data collection tool, including a review of the lesson plans, higher order thinking skills, high-leverage practices, and data-driven instruction.
Jan. 3, 2019	Mar. 31, 2019	School leaders will monitor the number of teachers they provide feedback to about lesson planning.
Mar. 31, 2019	Apr. 7, 2019	School Leaders will aggregate the data from the walkthroughs for the previous 3 months and share results with faculty, comparing to the baseline of September's results.
Apr 2, 2019	May 24, 2019	School leaders will conduct daily walkthroughs using the walkthrough data collection tool, including a review of the lesson plans, higher order thinking skills, high-leverage practices, and data-driven instruction.
May 28, 2019	June 1, 2019	School leaders will monitor the number of teachers they provide feedback to about lesson planning.
May 28, 2019	June 1, 2019	School Leaders will aggregate the data from the walkthroughs for the previous 3 months and share results with faculty, comparing to the baseline of September's results.

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:	4/26/18-4/27/18
B2. DTSDE Review Type:	District led

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.	Based on the DTSDE review, the building leadership team needs to establish an expectation for what student centered instruction looks like and a system for monitoring

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, 100% of Oneida Middle School teachers will plan weekly lessons containing higher leverage practices focused on student-centered instruction and culturally responsive practices as measured by weekly lesson plan submission and feedback.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Lesson Plans, Walkthrough Data Google Form with Excel Spreadsheet that disaggregates data, student survey, teachers planning and implementation of lessons and student performance on expected asssessments

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.
August 1, 2018	Sept. 1, 2018	School leaders will create instructional focus calendar in conjunction with the feeder schools.
August 1, 2018	Sept. 6, 2018	School leaders will share the lesson plan template.
Sept. 1, 2018	Sept. 30, 2018	School leaders will share planning expectations with faculty, submission guidelines, and feedback protocols.
Sept. 1, 2018	Sept. 30, 2018	School leaders will distribute instructional focus calendar to faculty.
Sept. 1, 2018	June 30, 2019	School leaders will collect, analyze, and provide actionable feedback on lesson plans containing higher leverage practices focused on student-centered instruction.
Oct. 1, 2018	Oct. 7, 2018	School Leaders will aggregate the data from the walkthroughs for the previous month and share results with faculty.
Oct. 1, 2018	Dec. 30, 2018	School leaders will collect, analyze, and provide actionable feedback on lesson plans containing higher leverage practices focused on student-centered instruction.
Oct. 1, 2018	Dec. 30, 2018	School leaders will monitor the number of teachers they provide feedback to about lesson planning.
Dec. 30, 2018	Jan. 6, 2019	School Leaders will aggregate the data from the walkthroughs for the previous 3 months and share results with faculty, comparing to the baseline of September's results.

Jan. 3, 2019	Mar. 31, 2019	School leaders will collect, analyze, and provide actionable feedback on lesson plans containing higher leverage practices focused on student-centered instruction.
Jan. 3, 2019	Mar. 31, 2019	School leaders will monitor the number of teachers they provide feedback to about lesson planning.
Mar. 31, 2019	Apr. 7, 2019	School Leaders will aggregate the data from the walkthroughs for the previous 3 months and share results with faculty, comparing to the baseline of September's results.
Apr 2, 2019	May 24, 2019	School leaders will collect, analyze, and provide actionable feedback on lesson plans containing higher leverage practices focused on student-centered instruction.
May 28, 2019	June 1, 2019	School leaders will monitor the number of teachers they provide feedback to about lesson planning.
May 28, 2019	June 1, 2019	School Leaders will aggregate the data from the walkthroughs for the previous 3 months and share results with faculty, comparing to the baseline of September's results.

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:	4/26/18-4/27/18
B2. DTSDE Review Type:	District led

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.	Based on the DTSDE review, teams need to collectively establish a system for consistent analysis of data down to the subgroup level, as well as include clear targets or goals.

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, 100% of Oneida Middle School teams will conduct a monthly data meetings facilitated by an administrator in which teachers will analyze academic and behavioral data by subgroup, identify needs, and create SMART goals to address those identified needs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Meeting Minute Notes, 5 week interim reports, interim results, attendance reports, quarterly reports, discipline referral 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. 1, 2018	Sept. 28, 2018	Administration will provide professional development on STAR 360 to Building Leadership Team.
Aug. 1, 2018	Sept. 28, 2018	Building Leadership Team will provide professional development on STAR 360 to grade-level teams.
Oct. 1, 2018	Oct. 31, 2018	Grade-level teams will conduct structured data meetings to analyze data by subgroup, identify needs, and create SMART goals to address those identified needs.
Nov. 1, 2018	Nov. 30, 2018	Grade-level teams will conduct structured data meetings to analyze data by subgroup, identify needs, and create SMART goals to address those identified needs.
Dec. 3, 2018	Jan. 4, 2019	Grade-level teams will conduct structured data meetings to analyze data by subgroup, identify needs, and create SMART goals to address those identified needs.
Jan. 7, 2019	Jan. 31, 2019	Grade-level teams will conduct structured data meetings to analyze data by subgroup, identify needs, and create SMART goals to address those identified needs.

Feb. 1, 2019	Feb. 28, 2019	Grade-level teams will conduct structured data meetings to analyze data by subgroup, identify needs, and create SMART goals to address those identified needs.
Mar. 1, 2019	Mar. 29, 2019	Grade-level teams will conduct structured data meetings to analyze data by subgroup, identify needs, and create SMART goals to address those identified needs.
Apr. 1, 2019	Apr. 30, 2019	Grade-level teams will conduct structured data meetings to analyze data by subgroup, identify needs, and create SMART goals to address those identified needs.
May 1, 2019	May 31, 2019	Grade-level teams will conduct structured data meetings to analyze data by subgroup, identify needs, and create SMART goals to address those identified needs.

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:	4/26/18-4/27/18
B2. DTSDE Review Type:	District led

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.	Building leaders need to create interconnected systems for the creation, implementation and communication of consistent school wide approaches around PBIS, TACD and TSS priorities.

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, 100% of Oneida Middle School faculty and staff will implement PBIS-CRE as measured by a 10% reduction in discipline referrals in comparison of this year's month to last year's month count.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Monthly discipline report, quarterly report, HOWL counts, purchase order of PBIS supplies

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. 1, 2018	August 31, 2018	The PBIS-CRE committee will schedule fall training sessions for TCIS non-physical professional development to increase staff ability to de-escalate a student who is struggling and help them gain control over self
Aug. 1, 2018	August 31, 2018	The building principal will meet with PBIS-CRE committee and review expectations for the upcoming year.
Aug. 1, 2018	August 31, 2018	The PBIS-CRE committee will schedule fall training sessions for PBIS-CRE.
Sept. 1, 2018	Sept. 28, 2018	The PBIS-CRE committee will roll out PBIS school wide.
Sept. 1, 2018	Sept. 28, 2018	Trauma Sensitive School core team will plan and schedule upcoming events and trainings.
Oct. 1, 2018	June 30, 2019	The PBIS-CRE committee will monitor the implementation of PBIS through classroom data analysis of classroom referrals and will provide support to those teachers who are struggling to fully implement.
Jan. 1, 2019	Jan. 15, 2019	The PBIS-CRE committee schedule and plan refresher training for school-wide expectations.

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:		4/26/18-4/27/18
B2. DTSDE Review Type:		District led

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.	In collaboration with your PTSO, your Parent Liaison and Cultural Brokers create building wide expectations for reciprocal communication and ways in which parents can support their children at home and/or opportunities for continued involvement.

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, Oneida Middle School will create building wide expectations for reciprocal communication and ways in which parents can support their children at home and/or opportunities for continued involvement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent survey given quarterly, monthly newsletters, website update, parent sign-in at events, meeting minutes PTSO

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. 1, 2018	Aug. 31, 2018	The Building Leadership Team in collaboration with stakeholders will establish a functioning PTSO and PPT.
Sept. 1, 2018	Sept. 28, 2018	The Building Leadership Team along with student families will construct the parent compact.
Sept. 1, 2018	Sept. 28, 2018	Building Leadership Team will create a survey to assess communication preferences between home and school.
Sept. 1, 2018	Sept. 30, 2018	Building Leadership Team (BLT) will schedule events Literacy Night, Math/STEM Night, Family Workshop Night to engage families with grade level academic expectations.
Sept. 1, 2018	April 30, 2019	BLT and planning committee will plan the scheduled event {Literacy night, Math/STEM Night, Family Workshop Night} to include curricular information, grade level expectations, and means for supporting their child at home.
Dec. 2018	March 2019	The school will provide 2 family literacy events which will include providing information on the CCLS and expectations for academic success in grades 6-8.
Dec. 2018	Apr. 2019	The school will provide a family math/STEM event which will include providing information on the CCLS and expectations for academic success in grades 6-8.

Oct. 1, 2018	Oct. 31, 2018	One family night workshop "Understanding My Adolescent Child" - to increase family understanding of realistic expectations and how to manage behavior and academic growth
Oct. 30, 2018	June 30, 2019	BLT track family participation.
Sept. 1, 2018	June 30, 2019	BLT will collect daily attendance data, class performance, and assessment scores of the students whose parents attended the event in order to monitor impact from parent engagement.