

**ENTER DATA INTO ALL YELLOW CELLS.**

LEA Name:	Lake Placid Central School
LEA BEDS Code:	1511020400001
School Name:	Lake Placid Junior-Senior High School

### 2015-2016 School Comprehensive Education Plan (SCEP)



Contact Name	Dana Wood, Theresa Lindsay	Title	HS Principal, MS Principal
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**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 ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

**THE SIGNATURES BELOW CONFIRM APPROVAL.**

Position	Signature	Print Name	Date
Superintendent		Roger Catania	7/29/15
President, B.O.E. / Chancellor or Chancellor's Designee		Mary Dietrich	7/29/15

**Statement of Assurances**

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

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| 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. Note: For schools identified as Pers  |
| N/A | 2. <i>If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students."</i> This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."   |
| X   | 3. 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   | 4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.  |
| X   | 5. 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.  |
| X   | 6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.  |
| X   | 7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.  |
| N/A | 8. <i>If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f, the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.</i> |



**School Information Sheet**

Grade Configuration	6-12	Total Student Enrollment	358	% Title I Population	16%	% Attendance Rate	94%
% of Students Eligible for Free Lunch	28%	% of Students Eligible for Reduced-Price Lunch	6%	% of Limited English Proficient Students	0	% of Students with Disabilities	15%

% American Indian or Alaska Native	0	% Black or African American	1%	% Hispanic or Latino	0	% Asian, Native Hawaiian, / Other Pacific Islander	3%	% White	94%	% Multi-Racial	2%
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Years Principal Assigned to School	2	# of Assistant Principals	0	# of Deans	0	% Teaching with Fewer than 3 Years of Experience	4	Average # of Teacher Absences	2
% of Teachers with <b>NO</b> Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	4	Average # of Teacher Absences	2		

Priority School	Focus School Identified by a Focus District	X	SIG 1003(a) Recipient	X	SIG 1003(b) Recipient	X	
Identification for ELA?	Identification for Math?	Math Performance at Level 3 and Level 4	33	Science Performance at Level 3 and Level 4	18	% of 1st Year Students Who Earned 10+ Credits (HS Only)	76
Identification for ELA?	Identification for Math?	Math Performance at Level 3 and Level 4	33	Science Performance at Level 3 and Level 4	18	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	76
ELA Performance at Level 3 and Level 4	33	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	76	Four-Year Graduation Rate (HS Only)	90	% of 1st Year Students Who Earned 10+ Credits (HS Only)	76
Persistently Failing School (per Education Law 211-f)	Failing School (per Education Law 211-f)						

American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			

American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			

American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			

Limited English Proficient	
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**SCP Plan Overview**

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCP 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 SCP, 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 SCP 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").

<input type="checkbox"/>	Major Degree (At least 90% of goals were achieved.)
<input checked="" type="checkbox"/>	Moderate Degree (At least 50% of goals were achieved.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of goals were achieved.)
<input type="checkbox"/>	Limited Degree (Fewer than 20% of goals were achieved.)

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

<input type="checkbox"/>	Major Degree (At least 90% of activities were carried out.)
<input checked="" type="checkbox"/>	Moderate Degree (At least 50% of activities were carried out.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of activities were carried out.)
<input type="checkbox"/>	Limited Degree (Fewer than 20% of activities were carried out.)

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

<input checked="" type="checkbox"/>	Major Degree (All identified subgroups improved achievement.)
<input type="checkbox"/>	Moderate Degree (A majority of identified subgroups improved achievement.)
<input type="checkbox"/>	Partial Degree (Some of the identified subgroups improved achievement.)
<input type="checkbox"/>	Limited Degree (No identified subgroups improved achievement.)

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

<input type="checkbox"/>	Major Degree (There was no increase in the level of Parent Engagement.)
<input checked="" type="checkbox"/>	Partial Degree (There was a minor increase in the level of Parent Engagement.)
<input type="checkbox"/>	Moderate Degree (There was a moderate increase in the level of Parent Engagement.)
<input type="checkbox"/>	Major Degree (There was a significant increase in the level of Parent Engagement.)

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

<input type="checkbox"/>	Limited Degree (Fewer than 20% of planned activities were funded.)
<input type="checkbox"/>	Partial Degree (Fewer than 50% of planned activities were funded.)
<input type="checkbox"/>	Moderate Degree (At least 50% of planned activities were funded.)
<input checked="" type="checkbox"/>	Major Degree (At least 90% of planned activities were funded.)

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

<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input type="checkbox"/>	Tenet 2: School Leader Practices and Decisions
<input checked="" type="checkbox"/>	Tenet 3: Curriculum Development and Support
<input type="checkbox"/>	Tenet 4: Teacher Practices and Decisions
<input type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	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).
- The most significant positive impacts are the middle school/high school curriculum is moving forward in aligning curriculum to the CCLS. There was a change in the schedule to allow more interdisciplinary curricula that has resulted in improved student engagement and collaboration among teachers.
- 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.
- Scheduling changes have been made as a direct result of plan response. Special education teachers and teaching assistants have been reassigned based on data review and meeting the needs of individual students.

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

- List the highlights of the initiatives described in the current SCP.
- Providing, embedding and communicating DEI practices throughout the school in a formal systematic endeavor. Increase professional development participation for DEI and best teaching practices by teachers and staff.
- List the identified needs in the school that will be targeted for improvement in this plan.
- Creating systems for analyzing all data.
- State the mission or guiding principle of the school and describe the relationship between the mission or guiding principle and the identified needs of the school.
- To continue to provide high quality, highly stimulating, rigorous and relevant instruction that supports our students' individual, academic, and social needs while supporting their individual college and career path.
- List the student academic achievement targets for the identified subgroups in the current plan.
- Students with disabilities will demonstrate a year's growth, both academically and socially, and instruction will be differentiated to meet their needs.
- Describe how school structures will have strategic implementation of the mission/guiding principles. Improved communication, team meetings, developed data systems, parental engagement, will all support the implementation of the SCP.
- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.
- Time and unfunded state mandates will continue to be a barrier for the implementation of the SCP. The administration will work to provide time for teachers to meet and discuss data and strategies for increasing student achievement.
- Professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.
- 2015-2016 school year. The school continues to provide professional development on CCLS and project based initiatives that increase student engagement and participation.
- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.
- Various methods of communication will continue to be used, including but not limited to social media, direct mailings, e-mails, phone calls, face to face conferences, home visits, and local news media outlets.
- List all the ways in which the current plan will be made widely available to the public.
- The current plan will be available to the public on our school website, and discussed at the Board of Education meeting, which is streamed on the internet.
- Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.
- This does not apply.

Common Leading Indicators Worksheet

<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5
Student Growth Percentile for Low-Income Students				
Student Average Daily Attendance				
Student Drop-Out Rate				
Student Credit Accruals (HS Students)				
Student Completion of Advanced Coursework				
Student Suspension Rate (Short-Term / Long-Term)				
Student Discipline Referrals				
Student Truancy Rate				
Student Performance on January Regents Exams				
Student Participation in ELT Opportunities				
Minutes of Expanded Learning Time (ELT) Offered				
Teacher Average Daily Attendance Rate				
Teachers Rated as "Effective" and "Highly Effective"				
Teacher Attendance at Professional Development				
Parent Attendance at Workshops				
Parent Participation in District/School Surveys				



**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. HEDI Rating:	DEVELOPING	
B2. HEDI Rating Source:	DTSDE District Led Review	
B3. HEDI Rating Date:	March 3-5, 2015	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	School leaders need to take steps to establish systems designed to improve student outcomes.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The leadership team will develop a system for maintaining and analyzing informal observation data to provide actionable feedback to 80% of the staff.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Informal observations, the outcome of the newly developed system, and targeted conversations.	
E1. Start Date: Identify the projected start date for each activity.	1-Sep-15	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Sep-15	1-Nov-15	The leadership team will develop a comprehensive system that ensures school-wide practices are having measurable impact and are consistently effective in meeting quantitative targets.
1-Sep-15	30-Jun-16	The leadership team will collect, analyze, and maintain informal observation data to provide feedback to teachers for improving instructional practices and student outcomes.



### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</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>B1. HEDI Rating:</b>	DEVELOPING
<b>B2. HEDI Rating Source:</b>	DTSDE District Led Review
<b>B3. HEDI Rating Date:</b>	March 3-5, 2015
<b>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</b>	The school needs to maximize effective teacher instructional practices and ensure all teachers' lesson plans are aligned to the CCLS and CCLS instructional shifts, contain higher order questions to challenge learners, include references to assessment data, and provide actionable written feedback for students.
<b>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	80% of teachers' lesson plans will be aligned to the CCLS/CCLS instructional shifts.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	APPR process, walk throughs, team meetings, participation in professional development.
<b>E1. Start Date: Identify the projected start date for each activity.</b>	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b>
1-Sep-15	Purchase Common Core Companion Math for all math teachers grades 6-12 to provide additional resources and support for math faculty.
1-Sep-15	Develop a repository of best practices lesson plans so teachers have access to high quality templates that can be used to improve their own lesson plans.
1-Sep-15	A book study will be conducted on how to provide effective feedback so that teachers can implement such practices into their daily plans and students can improve their academic readiness.
1-Sep-15	Workshops will be presented on providing effective feedback so that teachers can implement such practices into their daily plans and students can improve their academic readiness.
1-Jan-16	Workshops will be presented on higher order questions/new Blooms taxonomy so that teachers can implement such practices into their daily plans and students can improve their academic success.
1-Jan-16	Workshop will be provided on designing effective interim assessments so that teachers may more accurately gauge student growth.
1-Sep-15	Teachers will participate in an on-line workshop on harnessing the CCLS to more effectively implement CCLS in daily lesson plans.
1-Jul-16	Teachers will use summer development time to develop CCLS/ cross curricular projects to develop engaging, high-quality, higher order critical thinking lessons and projects.

**Tenet 4: Teacher Practices and Decisions**

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent	
B1. HEDI Rating:	DEVELOPING	
B2. HEDI Rating Source:	DTSDE District Led Review	
B3. HEDI Rating Date:	March 3-5, 2015	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs additional opportunities for professional development in making meaningful use of data to inform and guide instruction, promoting higher level thinking, engaging all students in high quality learning experiences, and project-based learning. The goal is to increase rigor in the classroom with clear expectations and opportunities for all students to actively participate.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	80% of teachers will participate in conversations centered on analyzing and interpreting data on a monthly basis. The RSE-TASC walk through data will show a 60% increase in differentiated instruction. 100% of students will be actively engaged during core class instruction as observed by peer to peer observation, video taping, and principal observation.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Bi-weekly team meetings, RSE-TASC walk through data, principal observations, peer to peer observation and feedback, and video taping.	
E1. Start Date: Identify the projected start date for each activity.	1-Sep-15 1-May-16 30-Sep-15	<b>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</b> Teachers will be provided an opportunity to visit an expeditionary school to observe project based learning and common core standards being implemented. Teachers will be provided an opportunity to visit an expeditionary school to observe project based learning and common core standards being implemented. November Learning will return for a 5 day workshop focusing on student engagement to provide faculty with professional development on project based learning.
E2. End Date: Identify the projected end date for each activity.	31-Oct-15 15-Jun-16 31-May-16	Teachers will be provided an opportunity to visit an expeditionary school to observe project based learning and common core standards being implemented. Teachers will be provided an opportunity to visit an expeditionary school to observe project based learning and common core standards being implemented. November Learning will return for a 5 day workshop focusing on student engagement to provide faculty with professional development on project based learning.
30-Sep-15	15-Jun-16	Outside consultant will provide professional development on increasing the meaningful use of data to inform and guide daily lessons.
1-Sep-15	30-Jun-16	Workshop on the use of Google Platform, social media, and technology as a means to provide feedback to students.
1-Sep-15	30-Jun-16	Workshop will be provided on peer to peer coaching with a focus on asking higher level questions to challenge students' thinking.

### 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. HEDI Rating:</b>	DEVELOPING	
<b>B2. HEDI Rating Source:</b>	DTSDE District Led Review	
<b>B3. HEDI Rating Date:</b>	March 3-5, 2015	
<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to expand programs that facilitate teaching and learning with a focus on students', faculty and staff's social and emotional developmental health. School leaders need to ensure that all staff members are receiving professional development on the promotion of students' social and emotional developmental health and positive school climate.	
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	100% of faculty will receive professional development on social and emotional developmental health and the building will establish three school wide social and emotional learning goals and objectives. Student data on attendance, grades, disciplinary referrals and suspensions will be reviewed every five weeks by staff and administration.	
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Attendance records, grades, disciplinary referrals, suspensions, Student Intervention Team minutes, student surveys and grade level team meeting minutes.	
<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. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Oct-15	Oct-15	Speaker to come and talk about student brain development to educate the faculty, staff and parents on the importance of conveying information, inspiring curiosity and implementing different pathways that have a major effect on learning.
1-Sep-15	30-Sep-15	Establish three school wide social and emotional learning goals and objectives that are developed by a steering committee of teachers, administration, parents and support staff to ensure all students and faculty are being held to high standards of behavior.
1-Sep-15	30-Jun-16	Continue plans for monitoring and revising the implementation of Sources of Strength at the high school level to provide information on suicide prevention.
1-Sep-15	30-Jun-16	Quarterly, the faculty and staff will engage in activities to promote a healthy lifestyle to reduce stress for faculty members.
1-Oct-15	31-Oct-15	Host assemblies for anti-bullying for students to reduce bullying behavior in students.

**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. HEDI Rating:	DEVELOPING	
B2. HEDI Rating Source:	DTSDE District Led Review	
B3. HEDI Rating Date:	March 3-5, 2015	
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	School leaders will need to establish structures and practices that ensure the school communicates and collaborates with community members and organizations. The focus should be on establishing multiple points of access and opportunities for promoting conversations about high expectations for students and strategies to improve their healthy development, engagement, learning, and academic achievement.	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	100% of faculty and staff will receive professional development on how to foster effective school-family partnerships and communication strategies using multiple modalities (4-5) that advance the academic success and health and well-being of our students. We will receive 80% parent satisfaction regarding communication on the parent survey. We will have 60% of parents participate in our open house and fall parent teacher conferences.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent surveys, number of communication modalities accessed, monitoring of the plan by school personnel.	
E1. Start Date: Identify the projected start date for each activity.	1-Sep-15	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
25-Sep-15	30-May-16	To educate parents, the school will purchase additional books for the parent library to offer resources to parents on child and adolescent development.
	30-May-16	School counselors will host parent workshops on social and emotional concerns/issues twice a year to increase student academic progress and social-emotional growth.
1-Sep-15	15-Jun-16	School counselors will host college and career readiness programs for parents and students to give more information on students' future.
1-Sep-15	30-May-16	Professional development opportunities will be provided to faculty and staff on bridging the home to school connection to establish collaborative partnerships.
15-Sep-15	30-May-16	School leaders and health staff will collaborate with other agencies for training or informing parents about how to help their children deal with and reduce stress or handle other social-emotional concerns.