

**2013-14**  
**SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)**

<b>SCHOOL NAME</b>	<b>#74 School of the Arts</b>	<b>CONTACT NAME</b>	<b>Kelly Nicastro, Principal</b>
<b>PHONE</b>	<b>242-7682</b>	<b>E-MAIL</b>	<a href="mailto:Kelly.nicastro@rcsdk12.org">Kelly.nicastro@rcsdk12.org</a>
<b>Website Link for Published Plan</b>	<b>www.sotarochester.org</b>		

**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 district's approved plan require the prior approval of the commissioner.

<b>POSITION</b>	<b>PRINT NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>SUPERINTENDENT</b>			___/___/___
<b>PRESIDENT, B.O.E.</b>			___/___/___

**SCHOOL LEADERSHIP TEAM:**

Each LEA should have a single School Leadership Team (SLT) and a single school comprehensive education plan. Plan development must include all constituencies in the community as required under the Shared Decision Making Plan (CR 100.11). Participants who are regularly involved in your school improvement initiatives, such as community organizations or institutes of higher education, should be included. By signing below stakeholders acknowledge that they have actively participated in the development and revision of the SCEP. Signature of this acknowledgment does not constitute endorsement of the plan or each of its components.

**Instructions:** *List of stakeholders who participated in developing the SCEP as required by Commissioner’s Regulations §100.18. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings.*

Name	Title	Signature
Kelly Nicastro	Interim Principal	
Jo Ann Aspenleiter	Assistant Principal	
Alan Tirre	Assistant Principal	
Laura Ferris	District Representative	
Diana Carter	Parent	
Martin Presberg	Parent	
Mercedes Vazquez-Simmons	Parent	
Matthew Fusco	Teacher	
Susan Rudy	Teacher	
Evan Wilson	Teacher	

Meeting Date(s)	Location(s)	Agenda attached?	Supporting documents included?	Notes
6/6/13	SOTA	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	SBPT meeting - discussion about current SCEP, ideas of goals and revisions.
6/11/13	SOTA	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	PTSA meeting - discussion about SCEP and input.
6/11/13	SOTA	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	SBPT meeting - discussion about last year's plan, upcoming format and possible focus.
7/11/13	SOTA	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	SCEP webinar – Alan Tirre, Laura Ferris, Kelly Nicastro
7/16/13	SOTA	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	leadership meeting with administrators to discuss.
7/17/13	Central Office	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	SCEP work session at C.O. – Alan Tirre, Laura Ferris, Susan Hasenhauer-Curtis, Kelly Nicastro
7/21/13	SOTA	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Meeting at SOTA - Laura Ferris, Susan Hasenhauer-Curtis, Alan Tirre, Kelly Nicastro
7/25/13	SOTA	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Meetings for SCEP suggestions with PTSA, SBPT and admin meeting at SOTA
7/24/13	Central Office	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Meeting at CO - Alan and Kelly with Anita and Susan Hasenhauer-Curtis

School Information Sheet											
Grade Configuration	7-12	Total Enrollment	1162	% Title 1 Population	100%	% Attendance Rate	94%				
% Free Lunch	50%	% Reduced Lunch	5%	% Student Sustainability		% Limited English Proficient	1.9%	% Students with Disabilities	10.1%		
Racial/Ethnic Origin											
% American Indian or Alaska Native	.6%	% Black or African American	50.1%	% Hispanic or Latino	21.5%	% Asian or Native Hawaiian /Other Pacific Islander	.1%	% White	25%	% Multi-racial	.1%
Personnel											
Years Principal Assigned to School	.5	# of Assistant Principals	5	# of Deans	0	# of Counselors / Social Workers	6.5				
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification		% Teaching with Fewer Than 3 Yrs. of Exp.	1%	Average Teacher Absences	3%				
Overall State Accountability Status (Mark applicable box with an X)											
Priority School		Focus School Identified by a Focus District	X	Reason for Identification		SIG Recipient (a)					
ELA Performance at levels 3 & 4	39.2%	Mathematics Performance at levels 3 & 4	31.9%	Science Performance at levels 3 & 4	61.5%	4 Year Graduation Rate (HS Only)	90%				
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits		% of 2 <sup>nd</sup> yr. students who earned 10+ credits	96%	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	98%	6 Year Graduation Rate	88%				

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>			
<b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	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
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native	X	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		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

## **SCEP Overview**

### **Strengths of 2012-2013 Plan:**

- Provided a guide for increasing NYS 7 and 8 ELA and Math scores by 5%. It set activities dictating how this was to be accomplished; differentiated instruction, small grouping, AIS and RTI services and looked at data from assessments.
- Student Environment improved. Section 4.4 outlined behavioral expectations, positive reinforcement and citizenship as a goal. The school developed incentives and teachers worked with and attended events that actively addressed bullying prevention.
- Sharing of data with staff through faculty meetings and parents through PTSA and SBPT.

### **Weaknesses of 2012-2013 Plan:**

- Goals need to be communicated to all stakeholders. The teachers knew that SOTA was striving for improved scores and improved attendance, however, parents and students were not aware of specific goals.
- Professional Development offerings at the building did not fully address the plans we wanted to offer to the teachers.

### **Were we able to accomplish the goals and if not what were some of the barriers?**

- Teachers worked on achieving the goals; Attendance, Common Core knowledge and attended Professional Development to learn SLO's and assessment requirements. Barriers were teachers not attending trainings on Common Core, department meetings or using data to drive their instruction.
- We accomplished portions of set goals. This year we are expanding the 2012-2013 goals and using Common Core 100% of the time with fidelity.

### **Did the identified goals receive funding?**

- Yes, we were able to provide extra tutoring for Common Core through the SAS budget and the assessments to guide instruction during those sessions.

**In Developing the 2013-2014 Plan:**

**How?** The team met weekly to complete the self-assessment, look at last year's plan, watch the webinar and work on writing new goals by using the new format and rubric.

**How will the plan be made widely available to the public?** The plan will be shared at Open House, Curriculum Night, the opening faculty meeting, scheduled town meetings for students, Coffee with the Principal, SBPT and PTSA meetings and on the web site. We plan on making posters and advertising what we want to accomplish.

**Identified Needs of the School?** Improve NYS ELA and Math scores, increase attendance rates, graduation rates, increase the percent of students who graduate with a SOTA diploma and prepare students to be college and career ready.

**What are the guiding principles connected to the needs of the school?** We used the self-assessment, school report card, regents results and feedback from faculty to determine the goals to focus on what the school and students needed to improve and be successful.

**Strategy and Timeline for accomplishing the guiding principles? Barriers?** We set the timelines for each tool we will use this year to be developed by- communication plan, Guidance Document, Professional Development Plan and Town meetings for students/parents. Barriers could be that teachers may not utilize the tools provided to assist them with the plan and implementation of Common Core.

**Academic Achievement Targets for targeted sub groups:** We set a goal for increasing the NYS Math and ELA grades 7 and 8 by 5%. We will utilize Ramp Up and instructional coaches will assist weekly at targeted grade levels to provide Common Core and Instructional support strategies. With the high school target, coaches will assist in preparing students for the regents exam. This will support SOTA's goal of improved graduation rate. We will utilize small group instruction based on data and provide differentiated instruction.

**How will Professional Development be selected and delivered?** The leadership group, the coaches and department liaisons will meet to discuss the needs of Professional Development training based on the school's self-assessment, state report card, regents results and Common Core modules and address needs based on what we feel we need training on.

**How will school leaders communicate with school staff and community?** School of the Arts will hold town meetings, faculty meetings, advertising, including the goals on all communications, web site and goals will be reviewed constantly to see what progress is being made.

**What are the highlights of the initiatives in SCEP? How are they being funded?** One of the highlighted goals is to increase the SOTA diploma percentage based on what we see. This year 19% of the graduates did not get a SOTA diploma. This will reinforce the mission of the school and not making dropping art courses an option. Another highlight is implementing common Core with 100% fidelity- this will provide teachers with rigorous lessons, planning should include differentiated instruction to provide remediation and acceleration. Professional Development will provide

opportunities to improve teacher instruction. Strategies and best practices through the coaches and planning should increase student achievement and therefore, improve the student’s chance of graduation and improving their ability to be college and career ready.

**Required Activities**

**Use this table to demonstrate costs associated with public school choice (SC), the DTSDE, the Distinguished Educator (DE) (if applicable), the Outside Educational Expert (OEE), and Supplemental Education Services (SES)(if applicable).**

<b>Category: Identify the appropriate category associated with the activity, fund source(s), district cost(s), set-asides, targeted schools, and timeline referenced; e.g.: SC, DTSDE, DE, OEE, or SES.</b>	<b>Activity(ies):</b> Must detail the actions that will take place.	<b>Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>School Cost(s):</b> Identify the school cost associated with each fund source.	<b>Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>Targeted Schools:</b> Identify the school(s) targeted by each activity and their identification status.	<b>Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA		
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA		
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA		
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA		



**Tenet 1**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 <input type="checkbox"/> Tenet 1 as a whole <input type="checkbox"/> NA			<b>B. HEDI Rating:</b>	
					<input type="checkbox"/> H <input type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.						
<b>DISTRICT LEVEL ONLY</b>						
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.						
<b>1. DISTRICT LEVEL ONLY</b>						
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.		<b>I. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA		
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA		
				<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA		

**TENET 2**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice:</b> <i>Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>Through self-assessment and school report card, the school community needs to develop measureable goals linked to the vision in order to reflect urgent priorities.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
<i>Our Mission is Student Success ... Academic, Artistic and Humanistic</i>					
<b>Academic Goals;</b>					
1. <i>To increase ELA and Math NYS Assessment scores in grades 7 and 8 by a minimum of 10%.</i>					
2. <i>In June of 2014, 80% of students will score at least 80% (proficiency) indicating college and career readiness on Integrated Algebra Regents / Algebra I Regents Exam.</i>					
3. <i>In June of 2014, 80% of students will score at least 75% (proficiency) indicating college and career readiness on ELA Regents Exam.</i>					
4. <i>To compare graduation rates of 2010 student cohort and improve 2011 cohort by a minimum of 5%.</i>					
<b>Artistic Goals;</b>					
5. <i>85% percent of our projected 2014 graduates will receive a School of the Arts diploma indicating high achievement In the Arts through obtaining additional 3.5 Arts credits.</i>					
<b>Humanistic Goals;</b>					
6. <i>To increase the schools daily attendance rate by a minimum of 3% (from 94% to at least 97%).</i>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>Articulation of Goals and Mission to School Community through;</li> </ul>		General Fund	\$1,000	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	Ongoing; May 2013 to June 2014

<ul style="list-style-type: none"><li>○ New Student Orientation</li><li>○ PTSA Email Blast of Goals/Changes</li><li>○ Curriculum Night</li><li>○ Parent Conferences</li><li>○ SBPT / PTSA Meetings</li><li>○ Staff Meetings</li><li>○ Student Town Meetings</li><li>○ Weekly Bulletins</li><li>○ Robo Calls</li><li>○ Counselor Newsletters</li><li>○ School Website</li><li>○ Recruitment and Promotional Materials</li></ul>				
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<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<p><b>Statement of Practice 2.3:</b> <i>Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum &amp; teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.</i></p>					
<p><b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.</p>					
<p><i>Through our self-assessment, the school leader needs to communicate pertinent school goals that are timely, transparent and widely available to all stakeholders.</i></p>					
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>					
<p><i>1. School leadership will create a communication plan that will articulate all measurable goals by September 15, 2013.</i></p>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	
<ul style="list-style-type: none"> <li>• Communication Plan                             <ul style="list-style-type: none"> <li>○ Creation</li> <li>○ Roll Out</li> <li>○ Dispersing</li> <li>○ Monitoring</li> </ul> </li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
				May 2013 to June 2014	

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice 2.4:</b> <i>Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>Through our self-assessment and report card data, we will create a program for students that will be enhanced through extended learning services where by each individual students program will be enhanced through the learning day.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
<ol style="list-style-type: none"> <li><i>To ensure 100% of students not meeting targeted goals in ELA will have the opportunity of additional time. Extended time will occur on Tuesday, Thursday and Saturday throughout the school year.</i></li> <li><i>To ensure that 100% of students are academically and artistically involved in the execution of the 2013-2014 Arts production season.</i></li> </ol>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.	
<ul style="list-style-type: none"> <li>Meet with District Personnel to develop SAS program.</li> </ul>	SAS Funds		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014	
<ul style="list-style-type: none"> <li>Develop an effective RTI Program to identify individual student need.</li> </ul>	General Funds		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014	
<ul style="list-style-type: none"> <li>Teacher Meetings covering Grade Distribution, Data</li> </ul>	General Funds		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014	
<ul style="list-style-type: none"> <li>Full Arts / Production Meetings</li> </ul>	General Funds		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014	
<ul style="list-style-type: none"> <li>Arts Performances</li> </ul>	Local - RTA Differentials	\$125,000	<input type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014	
<ul style="list-style-type: none"> <li>Master Scheduling</li> </ul>	General Funds		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014	

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> Tenet 2 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice 2.5:</b> <i>The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>Based on self-assessment and report card, school leadership will create a guidance document outlining all expectations of formal observations and widely communicated system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. <i>To create a guidance document that will provide a calendar for formal and informal observations, feedback forms and professional development opportunities.</i>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.	
• Developing Guidance Document	General Fund		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014	
• Developing Calendar to indicate Formal and Informal Observation Dates	General Fund		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014	
• Revise current Feedback form to include elements of the Tri State rubric (established best practice)	General Fund		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014	
• Teacher Feedback Tool/Protocol – determining our mode of communication	General Fund		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014	
• Professional Development Opportunities based on data	General Fund		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014	

analysis. Develop protocol to plan monitor and adjust as needed.				
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**Tenet 3**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice 3.2:</b> <i>The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12.</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>Through or self-assessment and district lack of alignment, the school needs to utilize and implement instructional core program to insure grades and subject areas appropriately aligned to the standards and consider what students need to know across all grades.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. <i>100% of teachers will implement Common Core Learning Standards with fidelity in ELA and Mathematics.</i>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>All grade level meeting will be focused on implementation and descriptive units aligned with student needs.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Develop a protocol for grade level meetings.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Look for supplemental materials to enhance common core</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014



<b>A. Statement of Practice Addressed</b>	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA		
<p><b>Statement of Practice 3.3:</b> <i>Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.</i></p>				
<p><b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.</p>				
<p><i>Based on self-assessment teachers will use lesson plans that are aligned to standards and are appropriate for the grade and subject.</i></p>				
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>				
<p><i>1. Use a consistent format for lesson planning that incorporates the Tri State rubric as best practice</i></p>				
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Develop rubric	General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
Communicate rubric	General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
Tri State Rubric	General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
APPR Rubric	General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
Weekly Leadership meeting to plan CCL Professional Development	General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input checked="" type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<p><b>Statement of Practice 3.4:</b> <i>The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.</i></p>					
<p><b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.</p>					
<p><i>Through or self-assessment, the school leader and teachers ensure that students are exposed to a standards-based aligned curriculum that integrates arts and technology that enables them to discover, create and communicate information using the arts, technology and other enrichment areas.</i></p>					
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>					
<p>1. <i>To have Academic and Arts teachers collaborate to support core subject area planning.</i></p>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>Meet as collaborative teams to plan curricular units.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Master schedule to accommodate designated time for Arts and Academics</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Develop alignment between the Arts and Common Core Curriculum and turn key to staff through professional development.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Develop vocabulary that links Common Core Learning Standards across all departments</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Questioning techniques that promote Higher Level Thinking</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input checked="" type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<p><b>Statement of Practice 3.5:</b> <i>The school leader and teachers develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.</i></p>					
<p><b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.</p>					
<p><i>Based on school assessment, the school leader and teacher will collaboratively analyzed collected data that leads to the development of comprehensive instructional plans for all students that capture current levels of student achievement, maps out clear and timely path for progress and growth and engages students as active participants in their own learning.</i></p>					
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>					
<p>1. <i>Analyze instructional plans to address specific needs of individual students by using formative and summative, data-driven assessments.</i></p>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>Develop appropriate lesson plans that incorporate Arts and academics.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Action plan based on data team results.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Explore professional development opportunities that focus on data driven instruction.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

**Tenet 4**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 4.1 <input checked="" type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<p><b>Statement of Practice 4.2:</b> Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.</p>					
<p><b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.</p>					
<p><i>Based on school assessment and school rep[ort card, teachers will create short and long term goals for groups of students based on formative and summative assessments that lead to student involvement on their own learning.</i></p>					
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>					
<p><i>1. Teachers will design each lesson using the I DO, WE DO, YOU DO model 100% on a daily basis.</i></p>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>Professional development to deepen staff understanding on how to deliver instruction that monitors and adjusts to meet the need to individual students.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input checked="" type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice 4.3:</b> <i>Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>Based on school data, align plans to data and ensure students are immersed in higher level thinking and questioning techniques so they can achieve goals.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. <i>A comprehensive school goal that incorporates PD plans around questioning techniques and higher level thinking.</i>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>Walk through to focus on three key areas; implementation of common core with rigorous curriculum, differentiated instruction, higher order thinking and questioning techniques.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input checked="" type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice 4.4:</b> <i>Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>Based on self-assessment, teacher use strategies that are sensitive to diverse groups of students and their needs which provide access to learning and social opportunities.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. <i>To create an environment and culture of respect where the behavioral expectation is taught and consistently enforced by students and staff with learning opportunities in the classrooms.</i>					
2. <i>Stimulate student thinking by asking questions through the use of instructional material that contain high levels of text and content complexities.</i>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>Department, cluster, grade level team meetings</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Professional Development</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Coaching conferences</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Incentive celebrations</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input checked="" type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice 4.5:</b> <i>Teachers use a variety of data sources including screening, interim measures and progress monitoring, to inform lesson planning, develop explicit teacher plans, and foster student participation in their own learning process.</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>Based on our self-assessment, teachers will provide frequent feedback to students based on analysis of timely data and provide students' data based feedback.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
<i>1. Students will understand their own data and progress. Teachers will need to articulate what and why students are working on.</i>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>• Department, grade level meetings</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• Professional development</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• Focus walks</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• Data analysis</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• Coaching conferences</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

**Tenet 5**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 5.1 <input checked="" type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice 5.2:</b> <i>The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>Based on our self-assessment there is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. <i>The school will utilize 100% of the resources to help students with social and emotional growth.</i>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>Present all student support services to staff, parents, and students.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Weekly counselor/administrator meetings.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Request for guidance for teachers for counselor implementation.</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014



<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input checked="" type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<p><b>Statement of Practice 5.3:</b> <i>The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.</i></p>					
<p><b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.</p>					
<p><i>Based on our self-assessment there is a rigorous and coherent program that all stakeholders can articulate and addresses and supports a social/emotional development of students.</i></p>					
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>					
<p>1. <i>100% of stakeholders will be familiar with internal/external supports and the referral process that the students have available to them.</i></p>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>• PD for Staff</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• School Handbook</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• Faculty, Department and Cluster meetings</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input checked="" type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice 5.4:</b> <i>All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>Across the school community, teachers are able to articulate the school vision and how they are connected to student social and emotional developmental health and the role they play.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. <i>100% of teacher will be able to articulate their investment in the school's vision and how impacts the school culture and climate.</i>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>Professional Development on social emotional health of students.</li> </ul>		Title I Funding		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Meetings for parents to explain services that are available</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Faculty, Cluster, Department meetings</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input checked="" type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice 5.5:</b> <i>The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>The school leader and student support staff expect staff members to use data to effectively address student needs.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
<i>1. Increase teacher submission of Request for Guidance Referrals by 50%.</i>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>Professional Development for staff on social and emotional health</li> </ul>		General Fund Title I Fund		<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Student and staff recognition</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Incentive celebrations</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Celebration of student participation in the Arts</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

**Tenet 6**

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 6.1 <input checked="" type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<p><b>Statement of Practice 6.2</b> <i>The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school leading to increased student success.</i></p>					
<p><b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.</p>					
<p><i>The school offers families opportunities for volunteering and engaging with the school focused on student learning and development.</i></p>					
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>					
<p><i>1. Increase participation in parent events (PTSA, Conference Nights, Volunteer Opportunities Arts/Academic) by 50%.</i></p>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>• Website</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• PTSA</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• ROBO Calls</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• Performances</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• Counselor Newsletters</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• Friends of SOTA</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>• Principal Updates</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input checked="" type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice 6.3</b> <i>The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>The school staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
<i>1. The staff communicates with students and their families at least one time during each marking period.</i>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>Parent Teacher Conferences/ Curriculum Night</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Course Syllabus</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Progress Reports</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Student Performances</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Award Ceremonies</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Press Releases</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Newsletters</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
<ul style="list-style-type: none"> <li>Website</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

• Friends of SOTA	General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
• Extra-Curricular Activities	General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
• Student, Faculty, Staff Handbook	General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
• Audition Process	General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
• School Choice Recruitment/Informational Events	General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input checked="" type="checkbox"/> 6.4 <input type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<b>Statement of Practice 6.4</b> <i>The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.</i>					
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.					
<i>The school makes connections between families and the community to support student learning and growth.</i>					
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.					
1. <i>100% of staff will attend a minimum of 50% of student events during the e 2013-2014 school year.</i> 2. <i>50% of parents will attend at least one PTSA meeting or Parent Teacher Conferences</i>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	
<ul style="list-style-type: none"> <li>School / Production Calendar</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
<ul style="list-style-type: none"> <li>PT Conferences</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	
<ul style="list-style-type: none"> <li>Orientation Meetings</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	
<ul style="list-style-type: none"> <li>PTSA Meetings</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	
<ul style="list-style-type: none"> <li>Student Performances</li> </ul>		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	

<b>A. Statement of Practice Addressed</b>		<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input checked="" type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA		<b>B. HEDI Rating:</b>	
				<input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA	
<p><b>Statement of Practice 6.5</b> <i>The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.</i></p>					
<p><b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.</p>					
<p><i>Based on our self-assessment, the school community needs to shares data in a way that families can understand student academic and artistic learning needs.</i></p>					
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>					
<p>1. <i>To increase the amount of parent meetings and professional development by 50% to support deeper understanding of school content and district/state expectations.</i></p>					
<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.		<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
• PTSA		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
• Parent Involvement		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
• SBPT		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
• Instructional Coaches		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
• Performances		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
• Parent Conferences/Curriculum Night		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014
• Performances		General Fund	\$0	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	May 2013 to June 2014