TENET I: DISTRICT LEADERSHIP AND CAPACITY
ADD ROWS AS NEEDED

1.1 District has a comprehensive approach for recruiting, evaluating, and sustaining high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)			

1.2 District is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)			

1.3 District leadership has a comprehensive explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents that is robustly communicated.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)			

1.4 District has a comprehensive plan to create, deliver, and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)			

1.5 District promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)			

TENET II: SCHOOL LEADER PRACTICES AND DECISIONS

2.1 The district works collaboratively with the school(s) to provide opportunities and supports for the school leader(s) to create, develop, and nurture a school environment that is responsive to the needs of the entire school community.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)	School leadership team members will attend professional development sessions offered by the district on creating responsive learning environments.		

2.2 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).			
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**
The school community should continue to develop and work towards specific, measurable, ambitious, realistic and timely goals that reflect priorities that are aligned with the school vision as the school continues the grow-out process.	The school community will develop and work towards specific, measurable, ambitious, realistic and timely goals that reflect urgent priorities and ensure the realization of the vision as the schools completes the growth to a K-12 model.		Leadership team members will analyze multiple data sources including EL Implementation Review, NYS ELA, math and science, NYS Regents, NWEA, AIMS Web, and staff/student surverys to identify strengths and needs. This data will be used to develop strategic yearly work plans in collaboration with Expeditionary Learning.
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**

The goal and focus of SBPT, PTO, El and Steering Committees	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/Parents		
	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		

2.3 Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social –emotional developmental health) that makes progress towards mission critical goals.

A. Major Recommendation and Report Citation	B. Goal		C. Targets	
School leadership should encourage the staff to use systems that lead to the collection and analysis of outcomes.	School leadership will encourage the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes.		All staff members will utilize the Expeditionary Learning Core Practices as the common language of instruction. All staff will participate in learning walks and EL implementation surveys to create and implement focused EL work plans and professional development activities. The EL work plan will drive the planning, professional development throughout the year.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers/leaders will serve on SBPT subcommittees aligned to the goals and vision of the school and EL practices	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
All staff will understand the goals of work plans and attend the aligned professional development sessions supported by coaches and EL school designers.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		

2.4 Leaders make strategic decisions to organize resources concerning human, programmatic, and fiscal capital so that school improvement and student goals are achieved.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
School leadership should consider the fiscal capital available to the school community with the intent to connect it with the school goals.	The school leadership will analyze the fiscal capital available to the school community to make funding decisions that address the school goals.	School leadership will partner with the district's budget department/analyst to examine all funding sources and methods to maximize the resources to support school goals and vision.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
The school community will identify the priorities for the instructional program throughout the grow-out and work collaboratively with the district to allocate the necessary resources.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		

2.5 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.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
School leadership should develop a system for frequently observing teachers and offering relevant feedback in a timely manner.	School leadership will develop a system for frequently observing teachers and offering targeted feedback throughout the year.	School leadership will better utilize exisiting structures of grade level and expedition planning opportunities to expand understanding of instructional goals at all grade levels and offer targeted feedback.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		

TENET III: CURRICULUM DEVELOPMENT AND SUPPORT

3.1 The district works collaboratively with the school(s) to provide opportunities and supports connected to the implementation of a comprehensive curriculum that is aligned to the Common Core Learning Standards (CCLS) is inclusive of the arts, technology and other enrichment subjects in a data-driven culture.			
A. - C., E. – F.	**D. Activity**	**G. Fund Source(s)**	**H. School Cost**
SEE DCIP (leave blank)	Teacher will attend professional development sessions offered by the district on CCLS and data-driven culture.		

3.2 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.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
School leadership and staff should provide curriculum that supports the targets and expectations set forth in the CCLS.	School leadership and staff will provide consistent and systematic support to all teachers across grades and subjects aligned to rigorous and coherent CCLS curricula		All teachers will work regularly with coaches and EL school designers to understand and implement CCLS curricula into daily instructional practice, including expedition and lesson planning.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Creation and implementation of learning walk teams at least four times per year.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
Alignment of grade level and expedition planning sessions to include opportunities to discuss and offer instructional feedback.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
Schedule for goal setting, walkthroughs, informal and formal observations delegated among administrators.	SY 2012-13	Administrators/EL School Designers		

3.3 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.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
Teachers should participate in grade level meetings so that they can collaboratively create and examine coherent CCLS curricula	Teachers are supported so that their instructional expertise is developed and nurtured during regularly scheduled grade levels which are guided by targeted agendas to ensure that all expedition and lesson plans across all grades/subject areas are aligned to CCLS coherent curriculum and meet student needs.	All grade level expeditions will be aligned to the CCLS and documented on the Expeditionary Learning planning template (on EL Commons)
Teachers should use CCLS aligned lesson plans that promote higher order thinking skills and helps students to analyze information.	Teachers will use CCLS aligned lesson plans that promote higher order thinking skills and helps students to analyze information.	

D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
CCLS is focus of grade level and expedition planning sessions.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
Continued training of CCLS with Expeditionary Learning, RCSD and other learning opportunities	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
Peer coaching and collegial circles related to CCLS	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
Identifying and Purchasing the necessary materials	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		

3.4 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.

A. Major Recommendation and Report Citation	B. Goal	C. Targets	
School members should create opportunities for specific teams of teachers to work horizontally across grades or subjects on a regular basis.	School leadership and school members will create opportunities for all teachers to work in partnership within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught.	The professional development calendar and processes will be aligned to support cross-grade level discussions and planning related to implementing CCLS. This can be achieved through Active Pedagogy Groups (cross grade level collegial circle work)	
School leadership and members should ensure that students are exposed to the arts and technology that is aligned to the implemented academic curriculum.	School leadership and members will ensure that students are exposed to standards-based aligned curriculum that will allow students to discover, create, and communicate information using the arts, technology and other enrichment areas.	Art and technology teachers will work collaboratively with classroom and content area teachers to develop projects and units. Student work and expedition projects will serve as documentation of this collaborative work. (cross grade level collegial circle work)	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Establish cross grade level "Active Pedagogy" groups for cross grade level discussions and planning related to implementing CCLS and examination of student work across the grade levels.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
Secondary Steering Committee	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		

3.5 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.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
School leaders should collect and share data in a timely manner (including formative, summative, interim measures and progress monitoring conducted). Classroom formative assessments should be conducted daily. Summative measures will be determined and offered during each marking period. Progress monitoring through AIMS Web will be conducted 2-4 weeks; NWEA will be offered in September and June (at least); DRA will be offered September, January and June.	School leaders will collect and share data in a timely manner (including formative, summative, interim measures and progress monitoring).		School leaders will schedule and attend weekly grade level meetings and collaborate with coaches to share and discuss pertinent data.	
School leaders and teachers should use assessment tools to identify patterns of student learning that leads to adaptation of instruction.	School leaders and teachers will use assessment tools to identify patterns of student learning that leads to adaptation of instruction.		School leaders and teachers will use the summative testing data in conjunction with formative data collected through DRA, NWEA and AIMS Web to identify patterns and establish instructional plans.	
School leaders and teachers should analyze collected data that leads to the development of instructional plans for all students that capture current levels of student achievement and maps out a clear and timely path for progress and growth.	School leaders and teachers will analyze collected data that leads to the development of instructional plans for all students that capture current levels of student achievement and maps out a clear and timely path for progress and growth.			
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**

NWEA and AIMS training	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		

TENET IV: TEACHER PRACTICES AND DECISIONS

4.1 The district works collaboratively with the school(s) to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and accounts for student data, needs, goals, and levels of engagement.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School leaders and teachers will attend professional development sessions provided by the district on effective planning and strategic use of data to improve student engagement and achievement.		

4.2 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.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
Teachers should have a plan based on class data.	Teachers will have a plan that is informed by data (summative, interim, attendance, IEP's, NYSESLAT) and grade level goals for all students.	All teachers will receive this information from school leadership team members, coaches, support staff and special education team members.
Teachers should use instructional practices and strategies that are aligned to plans and provide instructional intervention to students	Teachers will use research based instructional practices and strategies that are aligned to plans and include accommodations for students with disabilities and linguistic needs of ELL students and provide instructional interventions to students.	All teachers will use the summative and formative data to create differentiated lesson plans that address all potential subgroups.
Teachers should establish long	Teachers will create long and short term goals for	

term and short term goals for students.	students based on grade level benchmarks and criteria.			
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Coaches and EL School Designers will work in collaboration with school leadership and teachers to support and model instruction to support high levels of engagement and inquiry.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
All teachers will use EL Core Practices in planning and implementing lessons.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
All teachers will utilize protocols intended for active learning.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		

4.3 Teachers provide coherent, Common Core Learning Standards (CCLS) based instruction that leads to multiple points of access for all students to achieve targeted goals.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
Teachers should use instructional practices that are aligned to standards that should lead to increased student achievement.	Teachers will use instructional practices aligned to CCLS curriculum maps to instruct students that lead to student achievement.	All grade level expeditions will be based on the CCLS. The expeditions will be documented on the EL template found on EL Commons.
Teachers should provide instruction that goes beyond generic methods and seeks to implement methods that allow students to access learning and achieve goals.	Teachers will provide students with a wide-variety of ways to engage in learning that enable students to achieve individual goals.	All teachers will EL Core Practices and Assessment for Learning Strategies in planning and delivering lessons.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
All learning expeditions will be based on CCLS.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
All learning expeditions will be documented on EL Commons (which includes the CCLS component and resources)	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		

4.4 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.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
Teachers should put forth a plan for acceptable student behavior that is consistently recognized by students classroom environment.	Teachers will create environments in which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught.	All teachers will utilize the Expeditionary Learning Design Principles, WOIS Crew Compact, and Secondary Teacher Compact as the basis in developing behavior expectations and plans.
Teachers should provide opportunities to acknowledge diverse groups of students.	Teachers will use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and new opportunities.	All teachers will utilize the Expeditionary Learning Design Principles, WOIS Crew Compact, and Secondary Teacher Compact as the basis in developing behavior expectations and plans
Teachers should go beyond the generic instructional materials and extend beyond a complaint classroom environment.	Teachers will stimulate student thinking by asking questions that to instructional materials that contain high levels of text and text complexity.	All teachers will hold high expectations for students and utilize complex text in daily practice.
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**

All teachers will engage students in morning meeting and reflection practices daily and School Wide Morning Meeting weekly.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
All teachers and staff will continually monitor and collaborate to uphold the WOIS Crew Compact and Secondary Teacher Compact	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		
	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers		

4.5 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.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
Teachers should use data sources to inform instructional decision-making	Teachers will utilize data sources and analyze the information from such sources to inform instructional decision making, including student grouping and instructional strategies		All teachers will make informed decisions based on the data provided, gathered and analyzed.	
Teachers should have action plans for adjusting student groupings that are specific and provide targeted intervention for students requiring additional support	Teachers will use targeted plans to adjust student grouping and instructional strategies based on data for most students.		All teachers will use Assessment for Learning Strategies for planning, implementing and for revision of lessons.	
Teachers should provide data-based feedback to students.	Teachers will provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.			
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**

Continued training with Assessment for Learning practices and strategies.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers	
Continued training with making informed data driven decision making.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers	

TENET V: STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

5.1 The district creates policy and works collaboratively with the school(s) to provide opportunities and resources that positively supports students' social and emotional developmental health.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School leadership and teachers will attend professional development offered by the district on social and emotional developmental health to positively support students.		

5.2 The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school should develop a system to address the social and emotional developmental health needs of students.	The school will establish a system that allows each child to be known by a designated adult who coordinates social and emotional health needs.	The support team members will work in collaboration with classroom teachers and crew advisors to establish processes and protocols for developing systems that support and sustain social and emotional developmental health
The school should develop a	The school will establish a system for referral and	The support team members will

system of referral and support that addresses the social and emotional and developmental health and academic success of students.	support for all students that addresses barriers to social emotional developmental health needs.	work in collaboration with classroom teachers and crew advisors to establish processes and protocols for developing systems that support and sustain social and emotional developmental health
The school should use data to which identifies surface areas of need connected to social and emotional developmental health needs of students.	The school will use data to identify areas of need and cultivate partnerships that impact social and emotional developmental health.	The support team members will work in collaboration with classroom and crew advisors to establish processes and protocols for developing systems that support and sustain social and emotional developmental health

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Establish and utilize a clear referral and follow-up process.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		
Utilization of Student Support Services Providers; Primary Project and Coping Power	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		
Professional development for all staff on social emotional and developmental health.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		

5.3 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.				
A. Major Recommendation and Report Citation	**B. Goal**		**C. Targets**	
The school should develop an understanding of the skills and behaviors connected to health and the link to academic success.	School constituents will articulate the skills and behaviors that demonstrate social emotional developmental health that lead to academic success.		The support team members will work in collaboration with classroom teachers and crew advisors to establish processes and protocols for developing systems that support and sustain social and emotional developmental health	
The school should develop curriculum/program to teach, support and measure social emotional developmental health for students and establish a curriculum in place that is clearly aligned with defined outcomes.	A curriculum/program that supports and measures social and emotional developmental health for students that results in a significant number of students demonstrating these skills will be identified and established.		The support team members will work in collaboration with classroom teachers and crew advisors to establish processes and protocols for developing systems that support and sustain social and emotional developmental health	
The school should develop supports to build adult capacity in terms of supporting students' social and emotional developmental health.	The school will establish and provide the necessary professional development to build adult capacity in terms of supporting students' social and emotional developmental health.			
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Professional development provided for staff on social emotional developmental health and connection to learning experiences through school, district and state level resources.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		

5.4 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.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The students in the school should express that the school supports their social and emotional developmental health, feel consistently safe and identify where to turn for social and emotional supports.	Across the school community students will express that they feel safe and supported in their social and emotional developmental health growth.	The support team members will work in collaboration with classroom teachers and crew advisors to establish processes and protocols for developing systems that support and sustain social and emotional developmental health
Teachers should be able to clearly articulate their role in supporting students' social and emotional development and how it ties into the school's vision.	Across the school community, teachers are able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied into the school vision.	The support team members will work in collaboration with classroom teachers and crew advisors to establish processes and protocols for developing systems that support and sustain social and emotional developmental health

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Establish and implement a referral and services processes	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		
Continued development of School Wide Morning Meeting opportunities at all grade levels.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		

5.5 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.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
School leadership should encourage specific teachers to use data to address students' social and emotional developmental health needs.	School leadership and student support staff will work with teacher to develop an understanding of how to use data to address students' social , emotional developmental health needs that align to social and academic success.	The support team members will work in collaboration with school leaders, classroom teachers and crew advisors to establish processes and protocols for developing systems that support and sustain social and emotional developmental health
School leadership should develop systems to address the staff's ability to meet student needs.	School leadership and student support staff will expect staff members to use data effectively address student needs.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Professional development for all staff and teachers to meet the social emotional developmental health needs.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		
Continued implementation of advisory crews.	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

6.1 The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
SEE DCIP (leave blank)	School leadership, PTO members and teachers will attend professional development sessions offered by the district on how to comprehensively engage families and community members/partners.		

6.2 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.

A. Major Recommendation and Report Citation	B. Goal	C. Targets	
The school community should espouse a trusting and respectful relationship with diverse families and community stakeholders.	The school community will proactively cultivate trusting and respectful relationships with diverse families and community stakeholders.	School leaders will work collaboratively with parent leaders and community partners to create links and engage all families to support student learning and growth.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Planning and implementation of the Urban Expedition for all staff	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		
	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		
	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		

6.3 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.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school staff, at all grade levels, should communicate regularly with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.	The school staff, at all grade levels, will communicate regularly and solicit family feedback concerning student achievement, needs, issues, concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased.	School leadership will collaborate with the school's parent group to establish structures that will promote authentic dialogue about school achievement, development and improvement.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
PTO meetings, Exhibition and Curriculum Nights	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		
Planning and Implementation of Urban Expedition for all staff in collaboration with parents and families	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		

6.4 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.

A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school should share information with families regarding community resources.	The school will make connections between families and the community to support student learning and growth.	The school community will develop and implement the WOIS Urban Expedition to further the connections between families, school and community.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Collaborative work with Student Support Services Center	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		
Planning and Implementation of the Urban Expedition	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		

6.5 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.		
A. Major Recommendation and Report Citation	**B. Goal**	**C. Targets**
The school should provide learning opportunities for families who actively seek to understand their student data.	The school community will provide a wide range of learning opportunities for families to elevate their understanding of student data.	The school will further develop the use of student data during student led conferences.
The school community should share data so that families can access it to understand student learning needs and successes.	The school community will share data in a way that families can understand student learning needs and success and will be encouraged to advocate around student support and sustainability.	

D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Further professional development with Assessment for Learning Practices	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		
Further development and revision of Student Led Conferences	SY 2012-13	Teachers/Coaches/Administrators/EL School Designers/all support staff		