

2012-13
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	George Mather Forbes School No. 4	CONTACT NAME	Karon Jackson
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APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Approval is required no later than three months following the designation of the school as a Focus or Priority School and shall be subject to the approval of the commissioner, upon request.

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

SCHOOL LEADERSHIP TEAM:

Each LEA should have a single School Leadership Team (DLT) and a single 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 district and school improvement initiatives, such as community organizations or institutes of higher education should be included.

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)	School leaders will work collaboratively with school chiefs and content area directors to ensure effective systems are in place at the school level to evaluate staff under the new APPR guidelines so that frequent, relevant feedback is being provided regularly. In addition, leadership will work with Carlos Leal to help link PD opportunities with the feedback provided to help sustain school improvement efforts and increase teacher effectiveness and practice		

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)	School leaders will work with school chiefs and designated central office staff to ensure that resources allocated truly support the unique programs and diverse students populations and subgroups identified in accountability designation to aide in school improvement efforts		

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	H. School Cost
SEE DCIP (leave blank)	School leaders will share newsletters /bulletin from directors and office of communications in order to share with their school community information/ opportunities that will assist in the implementation of the Regents Reform Agenda.	

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	H. School Cost
SEE DCIP (leave blank)	The school community will take advantage of Avatar offerings and PD being provided by the district around CCSS, DDI and APPR to enhance school performance.	

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	H. School Cost
SEE DCIP (leave blank)	Principals and lead Teachers/coaches will take advantage of trainings in Albany to learn how to create a data driven culture and how to effectively link the formative assessments found in the modules to instructional plans	

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)	Utilize Network Team		

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: The school has a vision for student achievement and well-being and is in the process of developing shared ownership		C. Targets: Leaders will share their vision at all staff meetings, parent teacher organization meetings and at monthly school events and communicate progress toward the vision.	
D. Activity		F. Key Personnel	G. Fund Source(s)
Leaders will share the vision at the following school events: Terrific Kids assembly		Admin. & Leadership Team	Advantage Credit Union
Staff Meetings		Admin. & Leadership Team	None
Town Meeting/Monthly events		Administration, Leadership Team & SBPT	PTO
Parent, Teacher organization Meetings		Administration	PTO
			None
			None
			None

<p>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.</p>			
<p>A. Major Recommendation and Report Citation</p> <p>The school leader expects staff to use best practices related to school and student progress and achievement.</p>		<p>C. Targets</p> <p>Administration will meet with data teams weekly and monitor progress on best practices using AIMS web data. Information will be shared with parents quarterly through report card dissemination.</p>	
<p>B. Goal</p> <p>Administration will share and support practices in ELA & Math that impact school and student progress and achievement that include feedback and examples of best practices.</p>		<p>G. Fund Source(s)</p> <p>A-Funds</p>	
<p>D. Activity</p> <ul style="list-style-type: none"> • AIMS Web Progress Monitoring reports sent home quarterly with data on intervention goals for ELA & math • Parent teacher conferences held to share student work, intervention data and student academic strengths and needs • Parents invited to participate in SOAR Team (intervention team) data is shared Parents are given copies of reports . • School leaders attend and will attend weekly data team meetings • School leaders share out data from ELA, Math, Behavior and Attendance with school community 		<p>H. School Cost</p> <p>RTI Grant Funds</p>	
<p>E. Timeline</p> <p>Quarterly 6X/ year Every weeks As needed 10/12-6/13 10/12-6/13</p>		<p>F. Key Personnel</p> <p>Teachers, RTI Coaches Parent. Teacher ,student SOAR Team Members Administration & Teachers Administration</p>	
		<p>G. Fund Source(s)</p> <p>IDEA Funds None None</p>	
		<p>H. School Cost</p> <p>RTI Grant Funds none None</p>	

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	
D. Activity	E. Timeline	F. Key Personnel	
		G. Fund Source(s)	H. School Cost
<p>School #4 leaders analyze the fiscal capital available to the school community to make funding decisions that address the school goals.</p>	<p>Administration will consistently analyze the fiscal capital available to the school community; making critical and strategic decisions to fund targeted efforts that are aligned to school wide goals and considers the needs of all students and staff members.</p>	<p>Annually school leaders will identify student needs and explore funding options for intervention and extended learning opportunities to increase student achievement.</p>	
<ul style="list-style-type: none"> School leaders will create an extended day program for grades 7-8 to include electives and targeted intervention in ELA and Math 	<p>9/12-6/13 for all activities</p>	<p>Classroom Teachers</p>	<p>District Funds/Title 1</p> <p>None</p>
<ul style="list-style-type: none"> Will provide early morning math tutoring(8:00a.m. -9:00a.m.) for students in grades k-6 and. 	<p>9/12-6/13</p>	<p>Classroom Teachers</p>	<p>Title 1</p> <p>None</p>
<ul style="list-style-type: none"> School leaders will apply for RTI grants to secure funding for an RTI Coach. 	<p>1/13-12/13</p>	<p>Administration</p>	<p>RTI Grant</p> <p>None</p>

<p>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.</p>					
<p>A. Major Recommendation and Report Citation School No. 4 needs to use feedback from formal and informal observations to provide support to teachers and other staff members.</p>	<p>B. Goal School No.4 will review student data overtime, use feedback from formal and informal observation and professional development opportunities connected to improvement plans and conversations to provide supports to teachers units and lessons align to the CCLS and curriculum.</p>	<p>C. Targets Administrators will use the Danielson Framework and follow a schedule for walk throughs and provide written and verbal feedback to teachers.</p>	<p>D. Activity</p>		
			<p>School leaders will develop a walk through schedule.</p>	<p>School leaders will provide written feedback to teachers.</p>	<p>E. Timeline 10/12-5/13</p>
<p>School leaders will provide written feedback to teachers.</p>		<p>E. Timeline 10/12-5/13</p>	<p>F. Key Personnel Administration</p>	<p>G. Fund Source(s) None</p>	<p>H. School Cost None</p>

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)	Utilize the Network Team		

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 No. 4 staff and leaders need to provide curriculum support that does target the expectations set forth in the CCLS.	School 4 leader and staff will provide consistent and systematic support to all teachers across grades and subjects aligned to rigorous and coherent CCLS curricula.	Administration , Coaches and teachers will attend CCLS training in Albany and will turn key train all staff in common core expectations.	
D. Activity	E. Timeline	G. Fund Source(s)	H. School Cost
Professional development will be provided on CCLS focusing on strategies outlined in the curriculum	10/12-6/13	Race to the Top	None
		F. Key Personnel	
		Administration, Coaches and teachers	

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 School No. 4 staff needs to participate in grade level meetings to discuss unit plans across the grade/subject areas.	B. Goal Teachers will participate in grade level meetings, so that they can collaboratively create and examine coherent CCLS aligned curriculum unit plans across their grade/subject.	C. Targets 100% of teachers will participate in grade level meetings to discuss the 6 shifts in ELA/Math to improve student achievement.	
D. Activity Teachers participate in weekly scheduled meetings to discuss the 6 shifts in ELA/Math in relation to the CCLS units. Teachers meet in weekly data team meetings to discuss lessons and pacing of the curriculum.	E. Timeline 9/12 – 6/13	F. Key Personnel Classroom Teachers	H. School Cost None
Teachers will use the CCLS and modules provided by the state.	9/12-6/13	Classroom Teachers	None

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 School No. 4 needs to create more opportunities for specific teams of teachers to work horizontally across grades or subjects on a regular basis.	B. Goal The school leader and staff will create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught.	C. Targets All teachers will meet in vertical teams 1x per month to look at student work across CCLS common strategies. Teachers will identify ways that arts and technology can be incorporated.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Create vertical teams	10/12-6/13	Administration & SBPT	None	None
Vertical team meetings to discuss student work and performance	10/12-6/13	Teachers	None	None
Vertical teams will share the minutes with special subject teachers on incorporating arts and technology into the curriculum.	10/12-6/13	Teachers	None	None

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 No. 4 administration and teachers need to use summative assessments to identify patterns of students learning and inform instruction.	The school leader and teachers will use assessment tools to identify patterns of student learning that leads to the adaptation of instruction.	School leaders and teachers will collect, analyze and monitor AIMS web and NWEA data three times a year at data team meetings resulting in a 10% increase.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
School leaders and teachers will attend weekly data team meetings and analyze data to identify patterns and areas of need	10/12 – 6/13	Administration & teachers	None	None
Instructional decisions are made at weekly data team meetings that drive lesson planning and professional development.	10/12 – 6/13	Administration , Teachers	None	None

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)			

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	
School No. 4 Teachers do not have plans that are based on data.	Teachers will have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade level goals for all groups of students.	Teachers will use data from AIMS Web, NWEA, DRA, Minute Math and CBMs to create lesson plans that will engage students and increase student performance.	
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
Teachers will analyze data from AIMS Web, NWEA, DRA, Minute math and curriculum based measurements in Reading and math identifying individual student strengths and needs.	10/12-6/13	Coaches, Teachers & Administration	None
Teachers will use data to create lesson plans for ELA and Math building on students strengths and needs	10/12-6/13	Classroom teachers	None
Intervention groups will be determined by data from Aims Web and NWEA benchmarking and progress monitoring.	10/12-6/13	Teachers, RTI Coaches, & Administration	RTI Grant None

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	
Some of School No. 4 teachers provide generic instruction to students that limit the way in which students are able to access learning and achieve goals.	School 4 Teachers will provide students with a wide-variety of ways to engage in learning that enable students to achieve individual goals.	Teachers will provide instruction based on CCLS and strategies to engage all students and increase individual student achievement by 10%.	
D. Activity	E. Timeline	G. Fund Source(s)	H. School Cost
During the 2012-2013 school year Literacy and Math Coaches, Administration and support staff will turn key train CCLS training received in Albany as CCLS Ambassadors	9/12- 6/13	None	RTI Grant
Teachers will use the CCLS modules and strategies provided by NYS	9/12-6/13	None	None
Teachers will be encouraged to take professional development offered through AVATAR on CCLS.	9/12-6/13	District PL Department TIF Grant	None

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	
School 4 teachers ask question that relate to generic instructional materials and foster a compliant classroom environment.	Teachers will stimulate student thinking by asking questions that relate to instructional materials that contain high levels of test and content complexity.	Teachers and support staff will participate in professional development on Higher level questioning embedded within CCLS for a total of 6 hours completed by March 2013.	
D. Activity	E. Timeline	G. Fund Source(s)	H. School Cost
Teachers will participate in professional development on higher level questioning	11/12-3/13	None	None

Teachers will incorporate higher level questions into their lesson planning and align to CCLS.	11/12-6/13	Teachers	None	None
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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 have action plans for adjusting student groupings, but the plans lack specificity and do not provide for targeted intervention for students requiring additional support.	School #4 teachers use targeted plans to adjust student grouping and instructional strategies based on data.	Classroom Teachers will use post benchmark data and progress monitoring data to adjust instructional groupings based on student need.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers will analyze post benchmark data and progress monitoring during instructional day and data team meetings.	9/12-6/13	Administration, Classroom Teachers, and coaches	None	None
Teachers will create specific and explicit targeted plans for instructional groups.	9/12-6/13	Classroom Teachers	None	None

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 support students' social and emotional developmental health.				
A. - C., E. - F.	D. Activity	G. Fund Source(s)	H. School Cost	
SEE DCIP (leave blank)				

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	
School No. 4 is developing a system of referral and support that addresses social and emotional developmental health and academic success of students.	A system for referral and support has been established to support all students that address barriers to social and emotional developmental health and academic barriers.	Through the use of AIMS web behavior monitoring system and PBS the number of intensive level of students will be reduce by 10%.	
D. Activity	E. Timeline	F. Key Personnel	H. School Cost
School No. 4 will purchase AIMS web behavior program/system. Teachers will participate in professional development on identifying social emotional developmental health and how to refer identified student to SOAR team for additional intervention.	10/12-6/13 11/12	Administration Social Worker	\$100.00 None
The SOAR team will create the social emotional developmental health and academic plan to be monitored bi-weekly.	11/12-6/13	Interdisciplinary team	None

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 is developing supports to build adult capacity in terms of supporting students' social and emotional developmental health.	There is professional development in place that builds adult capacity in supporting students' social and emotional developmental health that result in a safe, respectful learning community.	Teachers and support staff will participate in a 4 hour professional development on supporting social and emotional developmental health of students completed by April 2013.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Classroom Teachers and support staff will attend 4 hours in social and emotional developmental health professional development.	11/12 – 4/13	Administration, Classroom Teachers social worker , ED Support Teacher	None	None
School #4 will develop a peer mediation group.	11/12-6/13	ED Support Teacher, social worker	None	None

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	G. Fund Source(s)	H. School Cost
Among teachers, there is uncertainty regarding their role in supporting students' social and emotional developmental health and how it ties into the school vision.	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.	Teachers, support staff, community partners and parents will be able to articulate the SWPBS expectations and social emotional resources available to students.		
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
The school's parent liaison will send out a survey about the social and emotional health of students	11/13	Parent Liaison	None	None
Resources and community agencies will be invited to a PTO meeting on how to meet your child's social and emotional developmental health.	1/13	Administration, Social Worker, ED Support teacher	None	none
Teachers and support staff will participate in SWPBS trainings.	10/13-6/13	SWPB Committee	None	None

<p>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.</p>					
<p>A. Major Recommendation and Report Citation</p> <p>The school leader needs to encourage teachers to use to use data to address students' social, emotional developmental health needs.</p>		<p>B. Goal</p> <p>The school leader and support staff will work with teachers to develop an understanding of how to use data to address students' social, emotional developmental health needs that align to academic and social success.</p>		<p>C. Targets</p> <p>The school leader and support staff will review social emotional data (SWIS Referrals, AIMS Web Behavior data, BIPS and FBAs) and use best practice strategies to reduce office referrals by 10% and increase student time on task by 10%.</p>	
<p>D. Activity</p> <p>Office referral data will be analyzed for patterns and trends with strategies and interventions provided to targeted classroom teachers</p> <p>Behavior Intervention Plans will be reviewed and updated at specified targets with specific strategies provided to the teacher.</p> <p>Teachers will be provided with opportunities to attend professional development on positive behavior strategies and classroom management systems.</p>		<p>E. Timeline</p> <p>10/12-6/13</p> <p>10/12-6/13</p> <p>10/12-6/13</p>		<p>F. Key Personnel</p> <p>SWPBS Team, Administration</p> <p>SOAR Team, ED Support teacher</p> <p>SWPBS Team, ED Support teacher, SOAR Team</p>	
		<p>G. Fund Source(s)</p> <p>None</p> <p>None</p> <p>TIF Grant</p>		<p>H. School Cost</p> <p>None</p> <p>None</p> <p>None</p>	

TENET VI: FAMILY AND COMMUNITY ENGAGEMENT

<p>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.</p>					
<p>A. - C., E. - F.</p> <p>SEE DCIP (leave blank)</p>		<p>D. Activity</p>		<p>G. Fund Source(s)</p>	
				<p>H. School Cost</p>	

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	H. School Cost
School No. 4 welcomes families and needs to provide opportunities to engage with staff during select times throughout the year.	The school will be a welcoming space and is responsive to families and community members and designs an open door policy to ensure appropriate access to school leaders and staff.	The school will increase participation by parents in PTO meetings by 10%. They will also increase parent attendance in monthly PTO events by 10%.	None
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)
The school community and PTO work collaboratively with the Finger Lakes Health System to design, secure funding and build a new playground with fitness equipment and a spray park. This playground will focus on healthy and structured family time.	9/12 – 6/13	PTO and community partners	PTO Fund raising
The custodial staff, along with the Principal has created the Fathers of Four program which teaches fathers and community members how to work in custodial service, teach and assist with the boiler certification test and a GED program to parents and community members.	9/12 – 6/13	Custodians, and administrators, Parents	PTO Fathers of Four
The school will plan monthly PTO events for parents to participate in and these will be put on the School #4 calendar and sent home a week before the event to remind parents. Events include: Family reading night, Sweetheart Ball, Parent Staff Basketball Game, Vocabulary Parade, etc.	9/12-6/13	PTO, Parent Liaison, Parents	PTO None

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 sends out communication to families and provides translations upon request.	The school staff will communicate about school issues and concerns in all languages so that all parents are aware of the communication.	School administration will obtain translators for parent teacher conferences and make sure newsletters and report cards are translated for parents who speak other languages.	
D. Activity	E. Timeline	F. Key Personnel	H. School Cost
Teachers will identify what families need translation and will submit list to administration.	9/12 – 6/13	Staff, students, administrators and parents	None
Administration will obtain translators for parent teacher conferences or written communication.	9/12-6/13	Administration, Teachers	None

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	
School No.4 needs to continue to make connections between families and the community to support student learning and growth	School 4 will build partnerships and create opportunities that link and engage all families with the community to support student learning and growth.	The school teachers and staff will participate in professional development on how to build relationships with families.	
D. Activity	E. Timeline	F. Key Personnel	H. School Cost
Professional development will be offered on how to build relationships with families.	9/12-6/13	Administration, PTO, Teachers, Office of Parent Engagement	None
Teachers will be invited to attend the professional development offered through Generation 2 , one of our community partners.	9/12-6/13	Generation 2	None
Advantage federal credit union will offer financial literacy classes to the parents and staff at school #4.	9/12-6/13	Advantage Staff	None

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 community needs to share data in a way that families can access and understand student learning needs and successes.	The school will share data in a way that families can understand student learning needs and successes and are encouraged to advocate around students support and sustainability	The school will share data with families and provide training on how to read the quarterly data reports sent home with report cards.			
D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost	
PTO will provide a workshop for parents during the first two report cards to explain to parents how to read AIMS web reports.	9/12 – 6/13	PTO	PTO Funds	None	
Classroom teachers will review data with parents during the first two report card conferences	9/12-6/13	Teachers	None	None	
Data will be shared by administration at a town hall meeting and explain what the data means for the school community.	11/12	Administration	None	None	