2012-13
SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)

SCHOOL NAME	John Williams School 5	CONTACT NAME	Joanne Wideman
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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 <u>single</u> School Leadership Team (DLT) and a <u>single</u> 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

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
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.			
SEE DCIP (leave blank)			
	District follows APPR guidelines with evaluating staff by deadlines.		$0
	Administrators were trained in summer of 2012 (coaching administrators to coach teachers) to reflect and improve instruction.		
	On-going professional development throughout the school year.		
	District recruits high quality teachers through the recruitment director.		

A. - C., E. – F.	D. Activity	G. Fund Source(s)	H. School Cost
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.			
SEE DCIP (leave blank)			
	District supports extended day programs (extra instructional support), and a variety of professional development classes to apply to stipend.		$0
	District encourages student engagement by providing opportunities in sport teams, clubs, and tutoring programs.		
	District added an additional assistant principal to assist in student management, and observations/evaluations.		

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)			
	Staff works together to communicate school motto, mission, and creed by establishing daily announcements, morning meetings in classes and enforcing respectful behaviors in the halls and cafeteria.		$0
	Students work is displayed in hallways and it is highly visible throughout the day to see students working together on projects to enhance school culture.		
	Parents are invited into the building to volunteer to assist teachers and assist staff with community activities out of the school building.		

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)	Instructional staff, including 3 administrators, developed a yearly calendar of professional development activities that will take place on Wednesdays. Many district staff members will present various topics.		$0
	Staff is encouraged to attend professional development activities through the district's AVATAR program. The professional development will address topics such as CCLS, APPR, and DDI.		

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)	The Principal shares pertinent data with parents and staff. Grade level meetings are planned to discuss problem skill problem areas that students have displayed on state and local tests. Lessons are designed to address those areas embedded in lessons and through RTI classes.		$0
	Professional development Wednesdays are targeted to equip teachers and staff with activities to implement in classrooms to improve skills.		

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)	Activities are planned to expose students to community activities that will enhance the total child.(Field trips).		$0
	Student activities are planned to reward students for respectful behavior and academic achievement.		
	SBPT will work collaboratively with staff, students and parents to uphold high academic expectations and support school – wide initiatives.		
	Newly implemented 'morning meetings' will give students leadership skills and unite the staff and parents in the entire learning process.		

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 vision needs to be clarified and gain more support with the staff, families and students across the community.	The vision will be clarified by a select group of staff and families and is supported by staff, families and students so that it is regularly seen, heard, and known across the school community.		School Leaders will communicate publicly the vision on a weekly basis through various communications with stakeholders. Such communication consists of grade level meetings, professional development meetings, school's website, and evening events creating with support of PTO.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Communicate the vision at meetings including SBPT, Town Hall, staff and grade level, and evening events hosted by PTO.	SY 2012-2013	Principal Parent Liaison PTO		$28,425
Share the vision weekly through grade level meetings, monthly via parent newsletters.	SY 2012-2013	Principal		$26,820

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 leaders need to encourage the staff to use systems that lead to the collection and analysis of outcomes.	The school leaders will encourage the staff to use systems that are vigorous, adaptive, interconnected and lead to the collection and analysis of outcomes.		The Instructional Support Team will meet weekly to assess student and staff progress towards ELA & Math academic goals. Minutes will be taken and collected by principal to assess our progress in monitoring students goals.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Members of the Instructional Support Team will identify targeted academic goals communicated to teachers through grade level team meetings.	SY 2012-2013	Leadership Team		$58,940

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**	
The school leader needs to create and use generic systems and structures for programming students and teachers that address student achievement and incorporates an extended learning program.	The school leaders will create and use researched based systems and structures that afford students and teachers the ability to fully benefit from a flexible and attentive program which includes a creative extended learning program that is aligned to student achievement.		School leaders annually will use state and local data to identify students in cited areas to participate in a targeted extended learning program for intervention support in order to meet academic goals. Data progress will be monitored via grade level meetings and Instructional Support Team meetings.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
The School will use research-based program for extended learning intervention to support student achievement three days per week to ensure all students meet grade level standards.	SY 2012-2013	Administration Leadership Team Classroom Teachers		$43,575

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
The school leader and other administrators need to use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversation to provide supports to teachers and other staff members.	The school leader and other administrators will strategically use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversation to assess and adjust supports to teachers and other staff members.	Administrators will follow a plan to thoroughly observe in classrooms on a weekly basis, assess professional development, and meet with teachers regularly to assess student and teacher improvement.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
The Principal will conduct Weekly Administration Meetings to discuss the systematic implementation of the observation and feedback cycle for teachers.	SY 2012-2013	Administrators		$42,400
Administrators will conduct weekly Leadership/Coaches Meetings focusing on teacher support, student data, and professional development.	SY 2012-2013	Administrators Coaches		$56,700
Administrators will create a weekly schedule of observations reviewed and review process on a monthly basis.	SY 2012-2013	Administrators		$31,800

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)	Teachers and Administrators will attend Core Curriculum training in Albany 3 times a year. They will turn-key training and resources to the school faculty.		Standard cost of substitute administrators and teachers when school is in session.
	AMEDD (arts grant) presents professional development during three mandatory professional development meetings that align with CCLS.		
	Wednesday professional development, grade level meetings and PLC's routinely include data review at the classroom and grade level to guide decisions in relation to teaching CCLS.		
	Vertical Teaming formal meetings 4x a year support the review of data across grade levels and a scaffolded approach to teaching to CCLS.		

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**
Grade level meetings dedicated to supporting the implementation of the CCS.	To have teacher leaders and administrative staff facilitate 3 professional learning community teams that focus on learning strategies related to the common core standards.	All teaching staff and administrators. Target PLC: K-2 teacher 3-5 teacher 6-8 teachers Instructional support team will complete quarterly surveys with teachers to determine the efficiency of the focused learning strategies.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Professional Learning Communities meet regularly at the Primary, Intermediate, and Middle School Levels and research, turn-key and share effective teaching and learning strategies aligned with the rigorous Core standards	October through June 2012-13 school year	Administration RTI coaches Teacher facilitators		$23,530
Common Core Standards discussion and professional development occur monthly during building based Wednesday afternoon Professional Developments.	SY 2012-2013	All staff participates.		$11,450

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		
Administrators should monitor classroom lesson plans and provide meaningful feedback.	Teachers will develop lesson plans that are aligned to the CCLS and require students to think critically and successfully perform higher order tasks.	Daily lesson plans will require students to think critically and display a deeper conceptual understanding of specific content. During the grade level meetings administration will share exemplar lesson plans with the team. During bi-weekly random walk through administration will monitor lesson plans and give feedback.		
		All teachers will use the core curriculum standards and curriculum map topics to develop lesson plans.		
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Teachers will identify weekly common core standards to be taught. They will include these standards in their lesson plans.	September 2012 to June 2013	Administration, Teachers, RTI coaches		$33,100

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
All grade levels have a common planning time supported by school administration.	Teachers will use the weekly instructional planning time to review curriculum maps, discuss lesson plan strategies and student formative data.	All teachers will conduct grade level collegial conversation weekly in relation to student learning goals in relation to CCLS.
Administration will focus grade level meetings on common core learning standards and instructional practices.	Professional Development Wednesdays will be used to facilitate vertical team conversations between grade levels, and special subject areas.	Vertical team conversations/planning will meet four times a year to monitor student learning goals and the implementation of CCLS.
Administration allows dedicated vertical team conversations.		

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Vertical team conversations will occur at the one grade level below and one grade level above.	September 2012 through June 2013	School Administration and all Teaching Personnel		$3,770
Grade level teams will discuss with special area teachers how they can support the curriculum.				$3,890

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**
Administration will monitor effective use of data and insure that this data is translated into effective instruction.	Student groups developed based on data from unit assessments and universal screeners.	All teachers will use data on a weekly basis to generate differentiated lesson plans that address all of the RTI groups' needs.
Teachers/Data Coaches will collect and analyze data to improve instruction.	Teachers/coaches will use data to determine students' needs. These needs will be addressed through best practice strategies.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers will review data within their classroom and across the grade level to organize student RTI groups.	September 2012-June 2013	Administration, Classroom teachers, RTI coaches		$21,550

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)	Invite members of Network Team, Department Directors as well as Lead Teachers to help us facilitate CCLS learning.		$0
	Common Core Learning Standards PLC will acquire resources from the District as well as ask for assistance from knowledgeable District personnel (see above)		$0
	Teachers will attend professional development before, during and after school to meet the needs of their students and that aligns with the new CCLS.		$0
	Administration will encourage teaching staff to attend Professional Development that aligns with effective teaching strategies and creatively provide opportunities for teachers to improve their craft.		TBD

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
Administration will closely supervise teaching practices to insure that CCLS are being taught with fidelity and aligned to RCSD curriculum map.	Teacher will use effective instructional practices acquired through focused professional development and based on grade level conversations and collaboration between special subject teachers/coaches/paraprofessionals and administration.	All teachers will use strategies and maintain expectations aligned with the CCLS to improve students learning. Strategies will be shared and assessed at grade level meeting.
		Student achievement will be evident in quarterly report cards (6XS a year in 7th and 8th) as well as local assessments and universal screeners. School Administrators and teachers review report cards.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Teachers will co-plan at grade levels and align their teaching to Curriculum Unit timelines.	September 2012 through June 2013	Administration, All teaching staff and paraprofessionals.		$8,600
Teachers will monitor student growth and frequently review Tier 2 and 3 RTI groups based on formative and summative data.				$15,400

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
All teachers will differentiate instruction during core curriculum lessons to meet the needs of the variety of learners in their classrooms.	Differentiated instruction is occurring for learners during the Work time as teachers address student needs one-to-one and in small focused learning groups.	All students will have weekly opportunities for small focused learning groups in both ELA and Mathematics curriculum. The intensive students will be monitored weekly and the strategic group bi-weekly.
	RTI groups will be reassessed frequently based on the unit/topic being taught as well as summative assessment data.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
RTI Tier 2 learning groups will meet daily with the classroom teacher.	September 2012-June 2013	Classroom Teachers		$31,650

		Teachers Coaches Administration Parent Liaison Paraprofessionals		$87,029
Extended day program focusing on common core learning standards using local and state test data will provide additional instructional supports for Tier 2 and Tier 3 students twice a week for 1.5 hours (3 hours total per week).	January 2013-May 2013			

		Retired teacher		$8,750
Tier 3 intervention for students receiving Specialized Services 6 hours per day for 50 days.	January 2013-May 2013			

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
All school faculty will participate in Weekly Tuesday morning meetings that will highlight student success and encourage student success.	School faculty and students in grades K through 6th will meet once a week to review school expectations, highlight student excellence and encourage learning across the disciplines.	All teachers and student in K-6 will actively participate in a Morning Weekly Meeting to encourage students to follow our School 5 matrix and engage students in activities that will empower them to want to give their best and receive instant accolades from other students.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Once a week the staff and students across grade levels will meet in the gymnasium to discuss student expectations and celebrate individual and classroom successes.	Tuesday Mornings Beginning October 2012 for the remainder of the school year.	Administration RTI coaches All teaching staff		$9,015

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
Administration will make summative data available to teachers to inform instruction.	All school faculty from administrators. Teaching staff, paraprofessionals and students are discussing student progress based on formative and summative data.	All administrators and teachers will discuss formative and summative data on a weekly basis. Student progress will be articulated to students.
Administrators, RTI coaches and Classroom Teachers will review the same summative data to discuss student progress and make informed decisions for student improvement.	Administrators and teachers are developing student goals and articulating these goals to each student.	Students will be able to articulate their own progress based on conversations with administrators and teachers.
RTI coaches work with students based on principal's vision of learning that is based on summative individual student assessments.	Students will be empowered to set their own learning and school performance goals.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Grade level meetings will focus primarily on student data.	September 2012 to June 2013	All School Faculty		$14,850
Universal screener results and summative data will be made available to students in a timely manner.				$2,400
Student progress and goals will be discussed with students by all school faculty in order to encourage improvement.				$17,180

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)	The district will provide a psychiatric nurse to provide support to students with emotional disabilities and social issues.		

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 needs to develop a system to address the social and emotional developmental health needs of students.	The school will create a system that allows each child to be known by a designated adult who coordinates social and emotional developmental needs.	20% of the students participating will have improved behaviors socially and emotionally based on documentation and participation of the various events. We will use documentation from SWIS, reduction in students needing a Strategic Team Meeting, PATHS, and PBS.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
College Visits, Fieldtrips to Cultural Events, Family Counseling, Individual Counseling	9/2012-6/2013	Center For Youth, RIT, Kodak , Cayuga Counseling, School 5 Student Support Center, PBIS Committee, Promoting Positive Behavior Committee E.Banister (Center for Youth Partner) Tasia McCullough (Kodak Partner) Pat Prusak, Paul Fiduccia, Georgeanne Rossi, Vanessa Bliss-Joyner, (School 5)		$13,110

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 needs to develop a curriculum/program to teach, support and measure social emotional developmental health for students or there may be a curriculum in place that is not clearly aligned to define outcomes.	The will be a system for referral and support for all students that addresses barriers to social and emotional development health and academic barriers.	20% decrease in conflicts amongst students by promoting positive behavior through the bi-monthly activities created by the School-Wide Positive Behavior Support Team, peer mediators working with students in conflict, and promoting Star Student of the Month.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost

Continued Development of TEAM – Together Everyone Mediates. This is a mediation program that involves training students who will then mediate peer conflicts.	9/2012-6/2013	LoWan Brown Kelli Briggs Liz Garcia		$4,420

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
Teachers need to be able to articulate the school's vision connected to social and emotional developmental health and/or do not express their role in supporting students.	Among teachers, there will be certainty regarding their role in supporting students' social and emotional developmental health and how it will tie into the school vision.	80% participation by teachers in a survey created using Monkey that will support their knowledge and understanding of the matrix and how it benefits our students socially and emotionally.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
A multifaceted matrix has been created to identify how students should behave and interact within in the school building. The Bobcat behavior policy is a list of classroom procedures universally known throughout the school.	SY 2012-13	Teachers Administrative team		$11,545

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
Administration needs to encourage specific teachers to use data to address students' social, emotional developmental health needs.	Administration and student 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.	SWIS data will be used monthly to meet with teachers and determine how specific students are doing socially and emotionally and documented.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Continue to use SWIS to monitor student referrals. Information is available for staff.	9/2012-6/2013	Administrators Teachers		$10,720
Staff Development to assist teachers with the challenges of dealing with students who are socially and academically behind.	9/2012-6/2013	District personnel Administrators		$7,585

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)	The district will support School 5 effort to effectively communicate with all families by providing timely support with translations of school documents.		

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 needs to encourage families to volunteer or engage with the school.	The school will offer families opportunities for volunteering and engaging with the school focused on student learning and development.		Monthly communication with parents to improve overall family engagement. A log of parents volunteering will be kept by the parent liaison.	
D. Activity	**E. Timeline**	**F. Key Personnel**	**G. Fund Source(s)**	**H. School Cost**
Phone calls will be made by the parent liaison to encourage parent volunteer/participation	SY 2012-13	Parent liaison		$6,400
Orientation/Town Meetings held to encourage parent participation and will continue throughout the school year	SY 2012-13	Administration Parent liaison Teachers PTO		$6,125

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<tr><td colspan="5">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.</td></tr>
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A. Major Recommendation and Report Citation	B. Goal		C. Targets	
The staff needs to send communications out to families and provides translations upon request.	The staff will communicate about school issues and concerns in several languages so that all parents are aware of communication.		Three school-wide communications will be distributed in translated form in five different languages.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
Contact Dept. of Communication to provide on-going translation.	SY 2012-13	administration		1,345
Collaborate with Rochester International Academy	SY 2012-13	Administration Teacher		$2,020
Designate school contact person for translation needs.	SY 2012-13	Teacher		$1,290

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<tr><td colspan="3">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.</td></tr>
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A. Major Recommendation and Report Citation	B. Goal	C. Targets
The school needs to share information with families regarding community resources.	The school will make connections between families and the community to support student learning and growth.	Four school-wide events will occur to connect appropriate community resources to parents and families.

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
PTO events including Common Core, Rochester Curriculum	SY 2012-13	PTO Teachers Administration Parent liaison		$12,510
Town Meetings, Open House, Curriculum Night with booths to connect community with parents to share resources.	SY 2012-13	Administration Teachers		$7,130

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 provide learning opportunities for families to understand student data.	The school community will provide learning opportunities for families who actively seek to understand their student data.		General data information points will be shared with families at school functions and through communications.	

D. Activity	E. Timeline	F. Key Personnel	G. Fund Source(s)	H. School Cost
At curriculum night parents/families will examine student data reports to better improve comprehension of their child's learning information.	SY 2012-13	Leadership team		$2,430
Monthly newsletters posted on the site will include information on understanding student data.	SY 2012-13	Leadership team		$1,134