

LEA Name: \_\_\_\_\_ School Name: World of Inquiry School 58

**2013-14**

## **SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP)**

<b>SCHOOL NAME</b>	<b>World of Inquiry School 58</b>	<b>CONTACT NAME</b>	<b>Sheela Webster</b>
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<b>Website Link for Published Plan</b>	<b><a href="http://www.rcsdk12.org/58">http://www.rcsdk12.org/58</a></b>		

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.**

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

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

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**SCHOOL LEADERSHIP TEAM:**

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

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

Name	Title	Signature
Sheelarani Webster	Principal	
Kim Garlock	Assistant Principal	
Jennifer Johnson	CASE	
Marcy Dejesus	EL School Designer	

Meeting Date(s)	Location(s)	Agenda attached?	Supporting documents included?
July 2	Central Office/School		
July 8-10	Expeditionary Learning	Yes <input type="checkbox"/> No X <input type="checkbox"/>	Yes <input type="checkbox"/> No X <input type="checkbox"/>
July 17-18	Central Office/School		
July 29-August 1	Central Office		

### Overview

The overall strength of the 2012-13 plan was the alignment of the goals noted in Tenets 3 and 4 to the instructional shifts of the Common Core Learning Standards. The school community gained a good general understanding of the shifts and expectations of implementing the CCLS into their practice. The majority of teachers used the Common Core Learning Standards for long and short planning. All classrooms developed strategies related to using complex text and the close reading protocol with students. At the secondary level, use of complex text (problems) was initiated across disciplines. A major concern with the 2012-13 plan is that it included too many goals and activities for each section, making it very difficult to articulate distinct school wide priorities and focus by all stakeholders. Thus, it was not manageable to achieve all goals and fully comprehend the direct connection of each goal in improving student achievement.

The School 58 data reveals that the majority of our students across all content areas and grade levels are clustered in level 2. This information calls for urgent and deep attention to daily instructional planning and delivery in every classroom. This includes integrating grade level expeditions with NYS/RCSD modules. In planning the 2013-SCEP, the major focus is to implement the CCLS shifts into daily practice across all grade levels and disciplines. This will be achieved through three major areas of focus: Lesson Design/Structures, Data Driven Instruction and Student Engaged Assessment practices and strategies. In addition, three distinct student achievement goals were established and held common among Tenets 2-4 to ensure that all goals and activities are clearly connected to student achievement and to provide clarity so that all stakeholders can clearly articulate the goals and processes for achieving the goals.

The 2013-14 plan will be communicated to all members of the school community through town hall meetings, newsletters, staff and parent meetings, SBPT representatives, school website and visual representations at the building. The goals and activities noted in the SCEP will be fully integrated and expanded in the Expeditionary Learning work plan. The work plan will be developed collaboratively with school designers, teachers, administrators and parents. The work plan will then be transposed into the professional development plan for the 2013-14 school year. The professional development plan will offer specific dates, topics, roles/responsibilities, learning targets, and structures for learning (job embedded, workshops, e-learning). The plan will also provide opportunities for reflection, sharing and feedback with implementation process. Lastly, all funding sources will be channeled to support deepening of daily practice, implementation of CCLS with fidelity, and to providing students with additional time for focused instruction including intervention, and extended learning opportunities.

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School Information Sheet											
Grade Configuration	K-11	Total Enrollment	532	% Title 1 Population	?	% Attendance Rate	97%				
% Free Lunch	64%	% Reduced Lunch	8%	% Student Sustainability	?	% Limited English Proficient	2%	% Students with Disabilities	15.7%		
Racial/Ethnic Origin											
% American Indian or Alaska Native	1%	% Black or African American	75%	% Hispanic or Latino	8%	% Asian or Native Hawaiian /Other Pacific Islander	2%	% White	14%	% Multi-racial	
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers	1/1				
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	0%	% Teaching with Fewer Than 3 Yrs. of Exp.	2%	Average Teacher Absences					
Overall State Accountability Status (Mark applicable box with an X)											
Priority School		Focus School Identified by a Focus District	X	Reason for Identification		SIG Recipient (a)	No				
ELA Performance at levels 3 & 4	42.30 %	Mathematics Performance at levels 3 & 4	49.4%	Science Performance at levels 3 & 4	4-98% 8-64%	4 Year Graduation Rate (HS Only)					
Credit Accumulation (High School Only)											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	?	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	?	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	n/a	6 Year Graduation Rate	n/a				

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

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**Required Activities**

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

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

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**Tenet 1**

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

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**TENET 2- SCHOOL LEADER PRACTICES AND DECISIONS**

<b>A. Statement of Practice Addressed: 2.2</b> 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)	The World of Inquiry School community will develop and work toward specific, measurable, results oriented goals that reflect school priorities aligned with the vision of inquiry based learning, academic rigor and high expectations for all students.	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> In the boxes below identify the major recommendation(s) and source citation; if a need that is not contained in a major recommendation but is aligned to the 6 tenets is identified, the district should address the identified need within the plan and provide a strong rationale explaining why the need is being addressed.		
The school community should continue to develop and work towards specific, measurable, ambitious, realistic, timely goals that reflect priorities that are aligned with school vision as the school continues the grow-out process.		
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.		
2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.		
3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:		



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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Goal 1; Goal 2; Goal 3; <ul style="list-style-type: none"><li>Performance data and goals will be shared with students, staff, and parents through newsletters, website, PTO meetings, family curriculum nights, grade level meetings, professional development workshops and SBPT representatives.</li></ul>	Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports	Title 1 Funds to support parent events; A Funds for instructional materials and printing costs. Amounts TBD.	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	September 2013-June 2014

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<b>A. Statement of Practice Addressed: 2.3</b> Leaders effectively use evidence based systems to examine and improve individual and school wide practices in the critical areas of student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health that make progress toward the mission-critical goals.	<b>The World of Inquiry School community will develop and work toward specific, measurable, results oriented goals that reflect school priorities aligned with the vision of inquiry based learning, academic rigor and high expectations for all students.</b>	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> School leader should espouse and support practices in areas that impact school and student progress and achievement, which include feedback loops and examples of best practice connected to student achievement.		
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.		
2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.		
3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:		

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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<p>Goal 1; Goal 2; Goal 3;</p> <ul style="list-style-type: none"><li>• The school will develop and utilize a work plan that will scaffold the process of implementing CCLS into daily practice including lesson design, use of data driven instruction and student engaged assessment.</li><li>• The SCEP and work plans will be shared and reviewed regularly during staff, grade level, SBPT and parent meetings.</li></ul>	Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports	A Funds for Instructional Materials- Amounts TBD	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	September 2013-June 2014

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<b>A. Statement of Practice Addressed: 2.4</b> Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	<b>The World of Inquiry School community will develop and work toward specific, measurable, results oriented goals that reflect school priorities aligned with the vision of inquiry based learning, academic rigor and high expectations for all students.</b>	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> The school leader creates and uses generic systems and structures for programming students and teachers that address student achievement and incorporates an extended learning time program.		
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.		
2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.		
3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:		

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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Goal 1; Goal 2; Goal 3; <ul style="list-style-type: none"> <li>• Goals 1 and 3: The school will level 2 intervention support to all identified students provided by an intervention teacher who will use research based intervention strategies,</li> <li>• Goals 1 and 3: All students in grades 7 and 8 will be provided the after school support for math and ELA work two times per week.</li> <li>• Goal 2: All students enrolled in Regents courses will be provided with regular review sessions and materials for each of the content areas.</li> <li>• Goals 1-3: The school will purchase the Assessment Toolkit for each teacher to implement and deepen student engaged assessment practices from K-11.</li> <li>• Goals 1 and 3: The school acquires and train a Teaching Assistant to provide additional support to students enrolled in ramp-up courses for grades 7 and 8.</li> </ul>	Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports;  SAS Funds	SAS Funds for Intervention Teacher, TA support and Regents Preparatory;  A Funds for Instructional Supplies	<input checked="" type="checkbox"/> Improvement <input checked="" type="checkbox"/> PE <input type="checkbox"/> NA	September 2013-June 2014

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<p><b>A. Statement of Practice Addressed: 2.5</b> 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 hold administrators and staff accountable for continuous improvement.</p>	<p><b>The World of Inquiry School community will develop and work toward specific, measurable, results oriented goals that reflect school priorities aligned with the vision of inquiry based learning, academic rigor and high expectations for all students.</b></p>	<p><b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA</p>
<p><b>C. Major Recommendation(s)/Rationale:</b> The school leader and other school administrators should use student data, feedback from formal and informal observations and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members.</p>		
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>		
<p>1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.</p>		
<p>2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.</p>		
<p>3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:</p>		

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<p><b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.</p>	<p><b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p><b>G. School Cost(s):</b> Identify the school cost associated with each fund source.</p>	<p><b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p><b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.</p>
<p>Goal 1; Goal 2; Goal 3;</p> <ul style="list-style-type: none"> <li>• Establish calendar of observations for all staff by September 30<sup>th</sup> that indicates all formal and informal observation dates and times.</li> <li>• Adopt and utilize the EL Deeper Learning Tool and Feedback form as the common tool for observational feedback</li> <li>• Establish coaching cycles with instructional coaches and school designers for identified teachers/classrooms at each grade level</li> <li>• Establish and pilot student centered coaching teams and cycles focused on daily lesson design with 2-3 grade level teams.</li> <li>• Create and implement the professional development calendar aligned with SCEP and work plan goals (CCLS lesson design, data driven instruction and student engaged assessment).</li> </ul>	<p>Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports; SAS Funds</p>	<p>A Funds to support with substitute coverage when needed and purchasing instructional materials.</p>	<p><input checked="" type="checkbox"/>Improvement <input type="checkbox"/>PE <input type="checkbox"/>NA</p>	<p>September 2013-June 2014</p>

**Tenet 3**

<p><b>A. Statement of Practice Addressed 3.2:</b>  <b>The school leader and support staff facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards for Pre K-12.</b></p>	<p> <input type="checkbox"/> 3.1    <input type="checkbox"/> 3.2    <input type="checkbox"/> 3.3    <input type="checkbox"/> 3.4    <input type="checkbox"/> 3.5  <input type="checkbox"/> Tenet 3 as a whole    <input type="checkbox"/> NA         </p>	<p><b>B. HEDI Rating:</b>  <input type="checkbox"/> H   <input type="checkbox"/> E   <input checked="" type="checkbox"/> D   <input type="checkbox"/> I   <input type="checkbox"/> NA         </p>
<p><b>C. Major Recommendation(s)/Rationale:</b> School leadership and staff should provide curriculum that supports the targets and expectations set forth in the CCLS.</p>		
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>		
<p>1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.</p>		
<p>2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.</p>		
<p>3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:</p>		



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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Goals 1-3: <ul style="list-style-type: none"> <li>• Establish a focused work and PD plan that includes the following: CCLS lesson design (including questioning and discussion strategies), data driven instruction and student engaged assessment.</li> <li>• Provide training for all teachers to incorporate the district and state curriculum modules with learning expeditions</li> <li>• Provide training and coaching support for designing and implementing lesson design aligned with the CCLS and Deeper Learning Tool.</li> <li>• Continue training with data driven instruction in established structures such as grade level meetings for regular review and use of formative assessment data such as NWEA, Aims-Web, DRA and classroom assessments.</li> </ul>	Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports	A funds for instructional materials	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 2013-June 2014

**Tenet 3**

<p><b>A. Statement of Practice Addressed 3.3:</b>          Teacher ensure that unit and lesson plans are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking skills, and build deep conceptual understanding and knowledge around specific content.</p>	<p> <input type="checkbox"/> 3.1   <input type="checkbox"/> 3.2   <input type="checkbox"/> 3.3   <input type="checkbox"/> 3.4   <input type="checkbox"/> 3.5  <input type="checkbox"/> Tenet 3 as a whole   <input type="checkbox"/> NA         </p>	<p><b>B. HEDI Rating:</b>  <input type="checkbox"/> H   <input type="checkbox"/> E   <input checked="" type="checkbox"/> D   <input type="checkbox"/> I   <input type="checkbox"/> NA         </p>
<p><b>C. Major Recommendation(s)/Rationale:</b> Teachers should participate in grade level meetings so they can collaboratively create and examine coherent CCLS curricula. Teachers should use CCLS aligned lesson plans that promote higher order thinking skills and help students to analyze information.</p>		
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>		
<p>1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.</p>		
<p>2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.</p>		
<p>3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:</p>		

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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<p>Goals 1-3:</p> <ul style="list-style-type: none"><li>• All expeditions will be integrated with CCLS standards and curriculum.</li><li>• All teachers in grades K-11 will design daily lessons that include the following components: engage and grapple, discuss, focus, apply and synthesize.</li><li>• All teachers and school leaders will use the Deeper Learning Tool to design and assess progress with stimulating higher order thinking in daily practice.</li></ul>	Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports	A fund to support purchasing instructional materials.	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

LEA Name: \_\_\_\_\_

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<b>A. Statement of Practice Addressed 3.4:</b> The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment activities.	<input type="checkbox"/> 3.1 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.3 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.5 <input type="checkbox"/> Tenet 3 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> School members should create opportunities for specific teams of teachers to work horizontally and vertically across subjects and grades on a regular basis.		
<b>D. Goal(s):</b>		
1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.		
2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.		
3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:		

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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Goals 1-3: <ul style="list-style-type: none"> <li>• Grade level teams in grades K-8 will be provided with common planning time each week to continually implement grade level expeditions, lessons and units that incorporate CCLS. All grade level teams will use a planning and discussion protocol to maximize time allotted.</li> <li>• Structures of the Active Pedagogy Groups will be revised to allow for vertical planning among content area teachers in grades 9-11. These teams will use the APG protocol to examine curricula, student work and assessment to assess progress with implementation of the CCLS.</li> <li>• Elective teachers will be provided access to expedition templates across all grade levels to in effort to incorporate expedition content into elective classes (PE, music, art, technology) with 50% of grade levels each semester.</li> </ul>	Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports and central registrars	A fund to for instructional supplies and technology purchase	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 2013-June 2014

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**A. Statement of Practice Addressed 3.5:**  
The school leader and teachers develop a data-driven culture based on student needs, assessments, and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement.

3.1    3.2    3.3    3.4    3.5  
 Tenet 3 as a whole    NA

**B. HEDI Rating:**  
 H    E    D    I    NA

**C. Major Recommendation(s)/Rationale:** School leaders should collect and share data in a timely manner (including formative, summative, interim measures, and progress monitoring). Classroom formative assessment should be conducted daily. Summative measures will be determined and offered during each marking period. Progress monitoring thorough AIMS-Web will be conducted 2-4 weeks; NWEA will be offered three times per year (September, Jan, June). School leaders and teachers should use assessment information to identify patterns of student learning that leads to adaptation of instruction. School leaders and teachers should analyze collected data that leads to 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. Goal(s):**

1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.
2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.
3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:

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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Goals 1-3: <ul style="list-style-type: none"> <li>• Create a data structure (wall or notebook) that will include the following:               <ol style="list-style-type: none"> <li>1. School Wide Goals from the SCEP and work plans</li> <li>2. Link APPR goals and observational data gathered through informal and formal walkthroughs</li> <li>3. Grade level specific formative assessment data</li> <li>4. Grade level specific summative assessment data</li> <li>5. Benchmarks and baseline data based on units of study</li> <li>6. Incorporate the templates and protocols from the Assessment Tool Kit (Data Driven Instruction Booklet) to in build clear structures for developing instructional plans for all students (individual and groups) based on the data.</li> </ol> </li> <li>• All classrooms will use the Assessment Toolkit to implement and deepen daily student engaged assessment practice.</li> </ul>	Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports and central registrars	A funds for instructional supplies	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 2013-June 2014

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**Tenet 4**

<b>A. Statement of Practice Addressed 4.2:</b> Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	<input type="checkbox"/> 4.1 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.3 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.5 <input type="checkbox"/> Tenet 4 as a whole <input type="checkbox"/> NA	<b>B. HEDI Rating:</b> <input type="checkbox"/> H <input type="checkbox"/> E <input checked="" type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA
<b>C. Major Recommendation(s)/Rationale:</b> Teachers should create short and long term goals for groups of students based on grade level benchmarks and building structures that involve students in their own learning.		
<b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.		
1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.		
2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.		
3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:		



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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Goals 1-3: <ul style="list-style-type: none"> <li>• All teachers will include the following components in designing daily lessons to meet the CCLS: engage and grapple, discussion, focus, apply (debrief) and synthesis (including formative student engaged assessment)</li> <li>• Provide professional development on instructional strategies that are systemic and explicit. A product could be developed by following one or more of the learning designs: lesson structures study, student-centered coaching collegial circle/action research, Active Pedagogy groups, video lessons and use critique protocols.</li> <li>• All classrooms will use the student engaged assessment toolkit to deepen Assessment for Learning strategies and student ownership to short and long-term assessment practices.</li> </ul>	Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports	A fund for instructional supplies and substitute coverage when needed.	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 2013-June 2014
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

<p><b>A. Statement of Practice Addressed 4.3:</b>  <b>Teachers provide coherent, appropriately aligned CCLS based instruction that leads to multiple points of access for all to achieve targeted goals.</b></p>	<p> <input type="checkbox"/> 4.1    <input type="checkbox"/> 4.2    <input type="checkbox"/> 4.3    <input type="checkbox"/> 4.4    <input type="checkbox"/> 4.5  <input type="checkbox"/> Tenet 4 as a whole    <input type="checkbox"/> NA         </p>	<p><b>B. HEDI Rating:</b>  <input type="checkbox"/> H <input checked="" type="checkbox"/> E <input type="checkbox"/> D <input type="checkbox"/> I <input type="checkbox"/> NA         </p>
<p><b>C. Major Recommendation(s)/Rationale:</b> Teachers should use data multiple strategies to provide students with a wide variety of ways to engage in learning so that students can achieve their targeted goals.</p>		
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>		
<p>1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.</p>		
<p>2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.</p>		
<p>3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:</p>		

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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>• All teachers will include the following components in designing daily lessons to meet the CCLS: engage and grapple, discussion, focus, apply (debrief) and synthesis (including formative student engaged assessment)</li> <li>• Provide professional development on instructional strategies that are systemic and explicit. A product could be developed by following one or more of the learning designs: lesson structures study, student-centered coaching collegial circle/action research, Active Pedagogy groups, video lessons and use critique protocols.</li> <li>• All classrooms will use the student engaged assessment toolkit to deepen Assessment for Learning strategies and student ownership to short and long-term assessment practices.</li> </ul>	Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports	A fund for instructional supplies and substitute coverage when needed.	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

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**A. Statement of Practice Addressed 4.4:**  
Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

4.1    4.2    4.3    4.4    4.5  
 Tenet 4 as a whole    NA

**B. HEDI Rating:**

H    E    D    I    NA

**C. Major Recommendation(s)/Rationale:** Teachers should stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.

**D. Goal(s):** Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.

1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.

2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.

3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:

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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
<ul style="list-style-type: none"> <li>• All teachers will include the following components in designing daily lessons to meet the CCLS: engage and grapple, discussion, focus, apply (debrief) and synthesis (including formative student engaged assessment)</li> <li>• Provide professional development on instructional strategies that are systemic and explicit. A product could be developed by following one or more of the learning designs: lesson structures study, student-centered coaching collegial circle/action research, Active Pedagogy groups, video lessons and use critique protocols.</li> <li>• All classrooms will use the student engaged assessment toolkit to deepen Assessment for Learning strategies and student ownership to short and long-term assessment practices.</li> <li>• All grade level learning expeditions will be aligned to the CCLS and integrated with the modules.</li> </ul>	Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports	A fund for instructional supplies and substitute coverage when needed.	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	September 13-June 14
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

<p><b>A. Statement of Practice Addressed 4.5:</b>  <b>Teachers use a variety of data sources including measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.</b></p>	<p> <input type="checkbox"/> 4.1    <input type="checkbox"/> 4.2    <input type="checkbox"/> 4.3    <input type="checkbox"/> 4.4    <input type="checkbox"/> 4.5  <input type="checkbox"/> Tenet 4 as a whole    <input type="checkbox"/> NA         </p>	<p><b>B. HEDI Rating:</b>  <input type="checkbox"/> H   <input type="checkbox"/> E   <input checked="" type="checkbox"/> D   <input type="checkbox"/> I   <input type="checkbox"/> NA         </p>
<p><b>C. Major Recommendation(s)/Rationale:</b> Teachers should provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.</p>		
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>		
<p>1. WOIS will have 80 % of all students in grades K-8 will achieve proficiency levels in both math and ELA as designated by the NWEA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.</p>		
<p>2. WOIS will have students in grades 9-11 demonstrate an increase of 10% of proficiency and beyond on the NYS Regents Exams in all content areas through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments.</p>		
<p>3. Students in grades 3-8 will demonstrate an increase of 10% on the NYS assessments for both math and ELA through implementation of Common Core lesson structures (Workshop 2.0); data driven instruction; and student engaged assessments:</p>		

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<b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.	<b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.	<b>G. School Cost(s):</b> Identify the school cost associated with each fund source.	<b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.	<b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.
Goals 1-3 <ul style="list-style-type: none"> <li>• All teachers will include the following components in designing daily lessons to meet the CCLS: engage and grapple, discussion, focus, apply (debrief) and synthesis (including formative student engaged assessment)</li> <li>• Provide professional development on instructional strategies that are systemic and explicit. A product could be developed by following one or more of the learning designs: lesson structures study, student-centered coaching collegial circle/action research, Active Pedagogy groups, video lessons and use critique protocols.</li> <li>• All classrooms will use the student engaged assessment toolkit to deepen Assessment for Learning strategies and student ownership to short and long-term assessment practices.</li> </ul>	Principal, administration, SBPT, coaches, School Designers, teachers, students, parents, community agencies/supports	A fund for instructional supplies and substitute coverage when needed.	<input checked="" type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	
			<input type="checkbox"/> Improvement <input type="checkbox"/> PE <input type="checkbox"/> NA	

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**Tenet 5**

<p><b>A. Statement of Practice Addressed 5.2:</b> The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.</p>	<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA			<p><b>B. HEDI Rating:</b>  <input type="checkbox"/> H   <input type="checkbox"/> E   <input checked="" type="checkbox"/> D   <input type="checkbox"/> I   <input type="checkbox"/> NA       </p>
<p><b>C. Major Recommendation(s)/Rationale:</b> The school should develop a system to address the social and emotional developmental health of needs of students.</p>				
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>				
<p>1. The school will establish a system that allows each child to be known by a designated adult who coordinates social and emotional health needs.</p>				
<p><b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.</p>	<p><b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p><b>G. School Cost(s):</b> Identify the school cost associated with each fund source.</p>	<p><b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p><b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.</p>
<p>Goal 1: The school will organize crew advisors, members of specialized services, counseling team, Primary Project, Coping Power, and Hillside Work Scholarship to create a clear referral and follow-up process.</p>	<p>Principal, administration, SBPT, coaches, School Designers, teachers, social workers, counselors, students, parents, community agencies/supports</p>	<p>A fund for instructional supplies and substitute coverage when needed.</p>	<p><input checked="" type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	<p>September 2013-June 2014</p>
			<p><input type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	
			<p><input type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	



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<p><b>A. Statement of Practice Addressed 5.3:</b>  <b>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.</b></p>	<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA	<p><b>B. HEDI Rating:</b>  <input type="checkbox"/> H   <input type="checkbox"/> E   <input checked="" type="checkbox"/> D   <input type="checkbox"/> I   <input type="checkbox"/> NA</p>		
<p><b>C. Major Recommendation(s)/Rationale:</b> The school should develop an understanding of the skills and behaviors connected to health and the link to academic success.</p>				
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>				
<p>1. All school constituents will articulate the skills and behaviors that demonstrate social and emotional development health that leads to academic success.</p>				
<p><b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.</p>	<p><b>F. Fund Source(s):</b>          Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p><b>G. School Cost(s):</b>          Identify the school cost associated with each fund source.</p>	<p><b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p><b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.</p>
<p>Goal 1: The members of the specialized services providers group, counselors, social workers, Primary Project workers and Hillside Work Scholarship advocates 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 through professional development, providing resources and in-classroom support.</p>	<p>Principal, administration, SBPT, coaches, School Designers, teachers, social workers, counselors, students, parents, community agencies/supports</p>	<p>A fund for instructional supplies and substitute coverage when needed.</p>	<p><input checked="" type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	<p>September 2013-June 2014</p>
			<p><input type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	
			<p><input type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	

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<p><b>A. Statement of Practice Addressed 5.4:</b> 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.</p>	<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA			<p><b>B. HEDI Rating:</b>  <input type="checkbox"/> H   <input type="checkbox"/> E   <input checked="" type="checkbox"/> D   <input type="checkbox"/> I   <input type="checkbox"/> NA       </p>
<p><b>C. Major Recommendation(s)/Rationale:</b> Across the school community, students are able to express that they feel safe, supported in their social and emotional developmental health growth and have a voice in the decisions that impact their lives as students.</p>				
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>				
<p>1. Across the school community, students will express that they feel safe and supported in their social and emotional health growth.</p>				
<p><b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.</p>	<p><b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p><b>G. School Cost(s):</b> Identify the school cost associated with each fund source.</p>	<p><b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p><b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.</p>
<p>Goal 1: The members of the specialized services providers group, administrators, counselors, social workers, Primary Project workers and Hillside Work Scholarship advocates will work in collaboration with classroom teacher, crew advisors, students and parents with anti-bullying initiatives including professional development, peace circles, mediations and parent meetings.</p>	<p>Principal, administration, SBPT, coaches, School Designers, teachers, social workers, counselors, students, parents, community agencies/supports</p>	<p>A fund for instructional supplies and substitute coverage when needed.</p>	<p><input checked="" type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	<p>September 2013-June 2014</p>
			<p><input type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	
			<p><input type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	

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<p><b>A. Statement of Practice Addressed 5.5:</b> 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>	<input type="checkbox"/> 5.1 <input type="checkbox"/> 5.2 <input type="checkbox"/> 5.3 <input type="checkbox"/> 5.4 <input type="checkbox"/> 5.5 <input type="checkbox"/> Tenet 5 as a whole <input type="checkbox"/> NA			<p><b>B. HEDI Rating:</b>  <input type="checkbox"/> H   <input type="checkbox"/> E   <input checked="" type="checkbox"/> D   <input type="checkbox"/> I   <input type="checkbox"/> NA       </p>
<p><b>C. Major Recommendation(s)/Rationale:</b> The school leadership should encourage teachers to use specific data to address students' social and emotional developmental health needs.</p>				
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>				
<p>1. The school leadership and student support staff (specialized services, social workers, counselors) will work with teachers to develop an understanding of how to use data to address students' social, emotional developmental health needs that align to social and academic success.</p>				
<p><b>E. Activity (ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.</p>	<p><b>F. Fund Source(s):</b> Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p><b>G. School Cost(s):</b> Identify the school cost associated with each fund source.</p>	<p><b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p><b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.</p>
<p>Goal 1: The support team members (specialized services, social workers and counselors) will provide professional development, provide pertinent data and work collaboratively with classroom teachers to analyze data and establish processes and protocols for developing strategies and systems that support and sustain social and emotional developmental health.</p>	<p>Principal, administration, SBPT, coaches, School Designers, teachers, social workers, counselors, students, parents, community agencies/supports</p>	<p>A fund for instructional supplies and substitute coverage when needed.</p>	<p><input checked="" type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	<p>September 2013-June 2014</p>
			<p><input type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	
			<p><input type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	

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**Tenet 6**

<p><b>A. Statement of Practice Addressed 6.2:</b>  <b>The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely engage with the school leading to increased student achievement.</b></p>	<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA			<p><b>B. HEDI Rating:</b>  <input type="checkbox"/> H   <input checked="" type="checkbox"/> E   <input type="checkbox"/> D   <input type="checkbox"/> I   <input type="checkbox"/> NA</p>
<p><b>C. Major Recommendation(s)/Rationale:</b> The school community should continue to espouse a trusting and respectful relationship with diverse families and community stakeholders.</p>				
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>				
<p>1. The school community will proactively cultivate trusting and respectful relationships with diverse families and community stakeholders.</p>				
<p><b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.</p>	<p><b>F. Fund Source(s):</b>          Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p><b>G. School Cost(s):</b>          Identify the school cost associated with each fund source.</p>	<p><b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p><b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.</p>
<p>1. The WOIS school community will plan and implement the Urban Expedition 2013. The results and implications gathered from this experience will be used to develop professional development sessions for teachers. Parent leaders will work with community experts to provide designated professional development workshops to teachers.</p>	<p>Principal, administration, SBPT, coaches, School Designers, teachers, social workers, counselors, students, parents, community agencies/supports Parent community, project worker and Office of Parent Engagement</p>	<p>Title 1 Parent Funds</p>	<p><input checked="" type="checkbox"/> Improvement   <input checked="" type="checkbox"/> PE   <input type="checkbox"/> NA</p>	<p>August 2013-June of 2014</p>
			<p><input type="checkbox"/> Improvement   <input type="checkbox"/> PE   <input type="checkbox"/> NA</p>	

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<p><b>A. Statement of Practice Addressed 6.3:</b>  <b>The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and use to augment learning.</b></p>	<p><input type="checkbox"/> 6.1   <input type="checkbox"/> 6.2   <input type="checkbox"/> 6.3   <input type="checkbox"/> 6.4   <input type="checkbox"/> 6.5  <input type="checkbox"/> Tenet 6 as a whole   <input type="checkbox"/> NA</p>	<p><b>B. HEDI Rating:</b>  <input type="checkbox"/> H   <input type="checkbox"/> E   <input checked="" type="checkbox"/> D   <input type="checkbox"/> I   <input type="checkbox"/> NA</p>		
<p><b>C. Major Recommendation(s)/Rationale:</b></p>				
<p><b>D. Goal(s):</b> Must be in direct alignment with the achievement of the major recommendation or identified need. They should be written as specific, measurable, attainable, and relevant to the recommendation.</p>				
<p>1. The school staff, at all grade levels, will communicate regularly and solicit family feedback concerning student achievement, needs, issues/concerns using multiple tools in all pertinent languages so the student achievement if increased.</p>				
<p><b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.</p>	<p><b>F. Fund Source(s):</b>  Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p><b>G. School Cost(s):</b>  Identify the school cost associated with each fund source.</p>	<p><b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p><b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.</p>
<p>Goal 1: Work collaboratively with the Office of Parent Engagement, WOIS SPBT and Parent Teacher Organization and classrooms to offer newsletters and other regular communication systems in pertinent languages.</p>	<p>Principal, administration, SBPT, coaches, School Designers, teachers, social workers, counselors, students, parents, community agencies/supports Parent community, project worker and Office of Parent Engagement</p>	<p>Title 1 Parent Funds</p>	<p><input checked="" type="checkbox"/> Improvement   <input checked="" type="checkbox"/> PE   <input type="checkbox"/> NA</p>	<p>September 2013-June of 2014</p>
			<p><input type="checkbox"/> Improvement   <input checked="" type="checkbox"/> PE   <input type="checkbox"/> NA</p>	

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<p><b>A. Statement of Practice Addressed 6.4:</b>  <b>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.</b></p>	<input type="checkbox"/> 6.1 <input type="checkbox"/> 6.2 <input type="checkbox"/> 6.3 <input type="checkbox"/> 6.4 <input type="checkbox"/> 6.5 <input type="checkbox"/> Tenet 6 as a whole <input type="checkbox"/> NA			<p><b>B. HEDI Rating:</b>  <input type="checkbox"/>H   <input checked="" type="checkbox"/>E   <input type="checkbox"/>D   <input type="checkbox"/>I   <input type="checkbox"/>NA</p>
<p><b>C. Major Recommendation(s)/Rationale:</b> The school community should continue to provide professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.</p>				
<p>Goal 1: The school should provide professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.</p>				
<p><b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.</p>	<p><b>F. Fund Source(s):</b>          Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p><b>G. School Cost(s):</b>          Identify the school cost associated with each fund source.</p>	<p><b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p><b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.</p>
<p>Goal 1: The school community to implement the Urban Expedition to educate school staff about community resources and further the connections between families, school and community. This work will continue to be monitored and supported by school leaders, project worker in collaboration with the Office of Parent Engagement.</p>	<p>Principal, administration, SBPT, coaches, School Designers, teachers, social workers, counselors, students, parents, community agencies/supports Parent community, project worker and Office of Parent Engagement</p>	<p>Title 1 Funds; A Funds for contract services for professional development services</p>	<p><input checked="" type="checkbox"/>Improvement   <input checked="" type="checkbox"/>PE   <input type="checkbox"/>NA</p>	<p>August 2013-June of 2014</p>
			<p><input type="checkbox"/>Improvement   <input type="checkbox"/>PE   <input type="checkbox"/>NA</p>	

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<p><b>A. Statement of Practice Addressed 6.5:</b>  <b>The entire school shares data in 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.</b></p>	<p><input type="checkbox"/>6.1 <input type="checkbox"/>6.2 <input type="checkbox"/>6.3 <input type="checkbox"/>6.4 <input type="checkbox"/>6.5  <input type="checkbox"/>Tenet 6 as a whole <input type="checkbox"/>NA</p>	<p><b>B. HEDI Rating:</b>  <input type="checkbox"/>H <input type="checkbox"/>E <input checked="" type="checkbox"/>D <input type="checkbox"/>I <input type="checkbox"/>NA</p>		
<p><b>C. Major Recommendation(s)/Rationale</b> The school community should provide a wide range of learning opportunities for families to elevate their understanding of student data. The school community needs to share the data in a way in which families can understand student learning needs and successes are encouraged to advocate around student support and sustainability.</p>				
<p>Goal 1: The school should provide professional development for all school staff on data driven instructional practices and student centered assessment practices.</p>				
<p><b>E. Activity(ies):</b> Must detail the actions that will take place in order to achieve the identified goal(s). Number the activities to match the number of the goal to which they correspond.</p>	<p><b>F. Fund Source(s):</b>  Identify all Federal, State, and Local fund sources that will be used for the completion of each activity.</p>	<p><b>G. School Cost(s):</b>  Identify the school cost associated with each fund source.</p>	<p><b>H. Improvement/Parent Engagement Set-Aside (PE):</b> If the activity satisfies one of the mandated set-aside requirements check the appropriate box below.</p>	<p><b>J. Timeline:</b> Identify the projected timeline for each activity which is to include a start and end date.</p>
<p>Goal 1: The school community to implement the Urban Expedition to educate school staff about community resources and further the connections between families, school and community. This work will continue to be monitored and supported by school leaders, project worker in collaboration with the Office of Parent Engagement.</p> <p>Goal 1: Continue to develop the structures for planning and hosting student led conferences to better align with data driven instructional and student-engaged assessment practices.</p>	<p>Principal, administration, SBPT, coaches, School Designers, teachers, social workers, counselors, students, parents, community agencies/supports Parent community, project worker and Office of Parent Engagement</p>	<p>Title 1 Parent Funds</p>	<p><input checked="" type="checkbox"/>Improvement <input checked="" type="checkbox"/>PE <input type="checkbox"/>NA</p>	<p>August 2013-June of 2014</p>
			<p><input type="checkbox"/>Improvement <input type="checkbox"/>PE <input type="checkbox"/>NA</p>	

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